Calling on all young people and their educators to...

YELL Louder Than Ever Before!

With the Youth Engaged in Learning about Leadership Curriculum

Curriculum Design Team:

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The YELL (Youth Engaged in Learning about Leadership) curriculum is designed to assist youth leaders and their educators in better understanding and developing skills in three core areas of leadership development:

- **Personal leadership** encompasses a leader is learning more about his or her self and developing life skills that strengthen self-image.

- **Organizational leadership** engages individuals in practicing skills for decision-making, usually within a youth club or organization.

- **Community leadership** focuses on individuals organizing to create community change.

Each section of the curriculum is hyperlinked to the table of contents. Click on the section of the table of contents that you are interested in and you will be taken directly to it.

**Resources available:**
[http://www.uwex.edu/ces/cty/buffalo/4h/YELL.html](http://www.uwex.edu/ces/cty/buffalo/4h/YELL.html)

or contact Annie Hobson, UW Extension Buffalo County
Laura Pettersen, UW Extension Monroe County
Learning about Leadership

What is Leadership? Formal

Leadership Goals: Youth will gain a better understanding of the definition of leadership and its associated knowledge and skills. Both the comprehension of the concept of leadership and varied leadership theories are foundational in developing personal, organizational, and community leadership skills.

Learner Objectives:

Youth will:
- Define leadership.
- Investigate a variety of leadership types and theories and discuss similarities and differences.
- Identify his or her own personal leadership characteristics and attributes.
- Develop and express an oral commitment to engage in a specific leadership goal or challenge.
- Practice life skills in formal dining and toasting others.

Lesson Plan:

1. Ask youth to write down on a note card their definition of leadership. Questions to consider are:
   - What is the definition of leadership?
   - What does it mean to be a leader?
   - What does a leader do? Look like? Sound like?
   - What are the characteristics of leadership?
   - How would you explain leadership to a 3rd grader?

   Youth can post note card with their personal definition on the wall around the room. After all note cards are posted, youth should read their definition and provide reasoning for their definition.

2. Facilitate a discussion about the many leadership definitions youth have created. Throughout the conversation stress:
   - There is not one definition of leadership; rather, there exists many meanings of what leadership is.
   - Leadership often has different meanings and characteristics based on the individual leader and the leaders' situations.

3. Provide each young person with one or more leadership types, quotes and theories from the prepared handout. Give youth 8-10 minutes to meet with fellow participants and categorize all statements into three to five leadership “styles” based on similar characteristics. The leadership groups should be named by the youth. Each young person is ultimately responsible for making the final decision about which group their statements will reside and, therefore, the supportive
reasoning. Facilitate a conversation about leadership types, the perceived positives and negatives of each should be recorded on a large sheet of paper for each category defined.

4. Next, specifically discuss the concepts of personal, organizational, and community leadership. Address the reality that many youth leaders do not recognize personal leadership as a valued element in leadership development and practice (van Linden & Fertman, 1998). Discuss the misconception that youth need to be an officer or committee chair in order to be a ‘real’ leader.

5. Provide each youth with a “What Makes Me a Leader?” Asset-Building Worksheet (Adams, Davis, Finn & Griffin-Wiesner, 1999). Encourage young people to circle their personality traits and attributes and share a few with the group. Stress that working to strengthen these ‘circled’ traits and developing ‘uncircled’ ones can be the basis of personal leadership. Ask youth to keep these traits in mind to apply in the next activity.

6. Scatter building blocks with leadership characteristics, skills, and attributes written on them around the room. Ask each youth to select one block. Then ask participants to pair up and exchange names and blocks, describing how they exhibit or plan to develop the leadership characteristic, skill, or attribute on their block. Each will take the new block he or she received and reintroduce her- or himself to another youth, exchanging blocks again. (Adapted from Davis, 2000) Continue this process, representing mingling at a party. Engage in reflective discussion considering the following questions:
   o Was it difficult to share with others your leadership strengths and weaknesses? Why or why not?
   o What did you learn about yourself and others?

7. Provide youth with Qualities/Skills/Attributes of a Leader Handout. Ask youth to work with a partner and circle characteristics on the list that they often associate with being a leader and square characteristics that they were surprised were included on the list.
   o Which skills do you often associate with being a leader?
   o Which skills included on the list surprised you? Why had you not considered these to be leadership skills?
   o What does this activity tell you about personal, organizational, and community leadership styles?

8. Explain that as a final component to the “What is Leadership Formal” each young person will have an opportunity to make a personal toast to engage in leadership. Each youth will make a toast to the others about a new leadership challenge they plan to accept or new leadership skill they plan to develop/strengthen in the next year. Give youth 10-15 minutes to develop a personal goal for leadership in the next year. Support youth as appropriate in determining SMART goals.

9. Then, give each youth a plastic flute filled with ginger ale or sparkling cider. Explain that to toast someone is a cultural form of recognition and appreciation around the world and a life skill to be learned as many will have to give a toast throughout their lifetime at formal and informal, social and professional events. Explain further that it is a sign of respect and that the drink should not be slurped
or gulped. Those that are the object of the toast are the only ones to sip their
drink; the one giving the toast does not sip. Etiquette suggests that glasses
should be raised, but not clinked.

Reflection Questions:
• Has your vision of leadership changed any? How?
• How can developing your personal leadership make you a more effective leader?
• What did you learn about your personal leadership strengths and areas for
  improvement? How do you plan on developing your leadership weaknesses?
• Does a leader always have to be a boss?

Developed by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County,
WI; November 2007
Someone has to be born a leader

Everyone is a capable leader

You can learn qualities that will make you a more effective leader

Leadership is the opportunity for people to build and practice life skills like communication, cooperation, decision-making, problem-solving, and teamwork

Leadership is a way that you help a group work

Leadership is not a bunch of traits inside an individual

If someone has all the listed qualities of a great leader, that doesn’t make them a leader

A leader is someone that does something first or is the best in a group

A leader is someone that guides or directs others in a group
Leadership is helping others find ways to achieve what they desire

Leadership is helping you and others achieve goals

Leadership means that you help and guide others to reach a goal

A true leader, leads from the behind

Leading is not doing things for a group; it is helping a group decide what needs to be done and how it plans to do it

Task leadership is the idea that leaders of this type focus on getting things done efficiently and work to meet group goals

Relational leadership is the value on people and relationships that occur during group work

Situational leadership is the idea that people’s leadership should change according to the people that are involved or the tasks expected
Leadership of the moment is taking charge in the middle of a crisis.

Leadership by example is living in a way that inspires others by your values or actions

Community leadership is serving in a formal leadership role in an organization or other group of people

Job leadership is directing the work and activities of others

Leadership is the traits people have – the traits they were born with

Leadership is the situation you are in – the situation tells you how you should act as a leader

Leadership is the organization you are in—it is making things happen for your group

Leadership is having a vision for the future and plans to make it happen
A form of leadership is taking the initiative to learn more about your self and ways that you can be a more effective leader.

Leadership is ethical action – leaders need to act according to their values and beliefs.

Reflective leadership is the courage to act on what you believe.

Leadership with an emphasis on achievement motivation means you push to accomplish goals and new challenges.

Leadership with an emphasis on affiliation motivation means you value relationships and working with others.

Leadership with an emphasis on power motivation means you value influencing people and events for creating change.

Personal leadership is when a leader is learning more about their self and developing life skills that strengthen self-image.
Organizational leadership is when individuals practice skills for decision-making

Community leadership focuses on individuals organizing to create community change

Team leadership is when multiple leaders who share common interests join together and coordinate their activities to reach common goals

Transformational leadership is one that aims to change and transform people by motivating people to accomplish more than what is usually expected of them

Leadership is about responsibility and the process of getting things done through people

Learning about leadership is a trait of a good leader

Leadership does not mean that you are necessarily the boss

Participative or democratic leadership is a kind in which the leader encourages the ideas and actions of all members of the in order to effect change
Qualities/Skills/Attributes of a Leader

- Ability to learn from failure
- Ability to see the bigger picture
- Active listener
- Adaptable
- Balance
- Building trust
- Commitment
- Communication
- Community-minded
- Competitive drive
- Confidence
- Creative
- Cultural Competence
- Curiosity
- Dedication
- Decision Maker
- Emotional intelligence (the ability to communicate with others)
- Empathy
- Enables others to act
- Enthusiasm
- Ethics
- Flexible
- High-energy level
- Honesty
- Humble
- Influential
- Initiative
- Inspire a shared vision
- Inspiring
- Integrity
- Interpersonal Skills
- Know when to follow
- Knowledge of situation
- Lead by example
- Life long learner
- Looking at various solutions to a problem
- Motivation
- Motivator
- Open-Minded
- Passionate
- Patience
- Perseverance
- Positive example
- Prepared
- Productive
- Problem Solves
- Purpose-driven
- Realistic
- Respect
- Responsible
- Risk taker or the ability to take one’s self out of comfort zone
- Role Model
- Self-assessor
- Self-awareness
- Selflessness
- Self-regulation
- Sets the example
- Social skills
- Supportive
- Teamwork
- Willpower
- Wisdom
- Works well with others
What’s Great About Me? . . . What Makes Me a Leader?

Think about what you like about yourself. Then read the words below that describe characteristics of good leaders. Circle the ones that describe you. Don't be shy! Circle as many words as you want.

After you’ve circled the words that best describe you, talk about these questions with a partner:

- Were you surprised by any of the words on this list of leadership qualities? Which ones?
- Are there words that should be added to this list? What are you?
- Do all the characteristics you circled seem like leadership qualities? Why or why not?
- Do you think you have what it takes to be a good leader? If not, what can you do to strengthen your leadership skills?
Learning about Leadership

I’m Most Like A....

Leadership Goals: Youth will gain....

Learner Objectives:

Youth will:
- Express what leadership is to them and how they exhibit unique leadership skills.
- Consider how others affect their identities and leadership development.

Lesson Plan:

1. Ask youth to complete the following sentence:
   *My leadership style is most like .... because*...
   (Examples: Lightning, a tree, a waterfall, a campfire, a dog, a cat, a fox, an elephant, a snake)

2. Now give each youth a balloon. Tell them to blow in the balloon each time you mention something that someone does that helps them feel good about themselves. Have youth let out a little air each time you mention something that makes them doubt or not feel good about themselves. Use examples such as:
   - Someone takes your needs seriously.
   - Someone gives you a hug.
   - Someone laughs at your jokes.
   - Someone takes advantage of you.
   - Someone trusts you with a secret.
   - Someone discriminates against you.
   - Someone believes you can do something and tells you so.
   - Someone rejects you.
   - Someone thanks you for doing something for her or him.
   - Someone expects too much of you and you can’t meet those expectations.
   - Someone calls you names.
   - Someone you care about ignores you.
   - Someone invites you to do something exciting.
   - Someone asks you to accept a leadership position.
   - Someone forgives you.

Reflection Questions:
- What did you learn about your leadership style?
- How did you feel when you saw your balloons become bigger? Smaller?
- Did some people inflate their balloons quietly while others inflated loudly? How is that like real life?
• If you inflated your balloon to the level that represented your leadership confidence would it be large or small?
• How can we encourage others to keep our balloons large and full without popping especially when considering our leadership confidence?

Developed by Laura Pettersen, UW-Extension 4-H Youth Development Educator; Monroe County, WI; May 2006 and adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI from *Building Assets Together* by the Search Institute.
Learning about Leadership

Who Am I?

Leadership Goals: Youth will practice communication skills while developing an awareness of their personal positive and negative qualities and their impact as applied to leadership. By knowing how they define themselves youth are more aware of their strengths and weaknesses and can improve themselves as individuals and as leaders.

Learner Objectives:

Youth will:

- Explore descriptions of themselves and the roles they fulfill.
- Analyze positive and negative qualities of themselves.

Lesson Plan:

1. Ask youth to partner with another young person they would like to get to know better. One partner will be Partner A and the other will be Partner B.

2. Partner A will ask Partner B “Who are You?” over and over again for two minutes. Each time Partner A asks the questions, Partner B should answer with the first response that comes to mind. Partner A should write down all of Partner B’s responses on a blank sheet of paper. Some sample answers are “a student” or “a sister” or “a soccer player” or “a smart person.”

3. After the two minutes, Partner A and Partner B will change roles and Partner B will now ask Partner A “Who are you?” over and over again for two minutes, recording Partner A’s answers.

4. Provide each youth with a Categories Grid. Ask young people to place all their answers in the appropriate column – Relationships (responses that describe their relation to other people), Do (responses that describe actions or activities that they participate in), Quality (responses that describe characteristics or skills they possess), and More (responses that do not clearly fit in the first three categories).

5. After youth have categorized their descriptors, ask youth to mark a “+” next those responses that represent positives or strengths about themselves and place a “-“ next to responses that represent negatives or weaknesses about themselves.

Reflection Questions:

- Did you think of some ways to describe youself that you never considered before? What were they?
- What kind of responses did you give the most (descriptors, relations, qualities, actions,)?
- Consider the responses you marked with a “+”. Which of those can benefit you as a leader? How might you build on these positive aspects and strengths of yourself?
Consider the responses you marked with a "-". What can you do to improve yourself in those areas?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI from Unlocking Your Leadership Potential by University of Florida Extension
Sort your responses on the following Categories Grid. Responses that describe your relation to other people should be placed in the **Relationships** column. Place responses that describe actions or activities that you participate in the **Do** column. In the **Qualities** column place responses that describe characteristics or skills you possess. Additional responses that do not clearly fit in the first three categories should be placed in the **More** column.

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Do</th>
<th>Qualities</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Leadership Goals: Youth will gain what??

Learner Objectives:

Youth will:
- Determine their “primary relationship color” and “preferred team role” and apply it to situations of leadership.
- Identify and discuss ways to improve their relationships and leadership skills in teams.

Lesson Plan:

1. Ask youth to complete the following leadership survey. After youth have determined their “primary relationships color” and “preferred team role” ask them to think reflectively about the questions on the last page.

2. Ask youth to formulate groups based on their “primary colors” and “preferred team role” and discuss record strengths and potential pitfalls.

3. Facilitate a reflective discussion surrounding reflective questions.

Reflective Questions:
- What are some ways you could get along better with people who are a different color or team role than you?
- What can you learn from others who are a different primary color or preferred team role than you?
- How does your primary color or preferred team role affect your relationship with others?
- How does your primary color or preferred team role enhance your leadership skills?
- In what ways is your primary color or preferred team role important to working in teams or to being an effective team leader?
**Directions:** In each numbered row below there is a set of words. Start first with row 1 and circle the words that best describe you. Next, underline the word that next best describes you. Then, X out the word that describes you thirdly. Leave the fourth word, unmarked in anyway. Complete this process for each of the following numbered rows.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gets Things Done</td>
<td>Bossy</td>
<td>People Person</td>
<td>Mediator</td>
</tr>
<tr>
<td>2</td>
<td>High Standards</td>
<td>Temper</td>
<td>Variety</td>
<td>Patient</td>
</tr>
<tr>
<td>3</td>
<td>Organized</td>
<td>Determined</td>
<td>Entertainment</td>
<td>Warm and Caring</td>
</tr>
<tr>
<td>4</td>
<td>Independent</td>
<td>Wants to Win</td>
<td>Excitement</td>
<td>Understanding</td>
</tr>
<tr>
<td>5</td>
<td>Detail-oriented</td>
<td>Moody</td>
<td>Chaotic</td>
<td>Easy Going</td>
</tr>
<tr>
<td>6</td>
<td>Perfectionist</td>
<td>Tough</td>
<td>Risk Taker</td>
<td>Romantic</td>
</tr>
<tr>
<td>7</td>
<td>Wants to get it right</td>
<td>Your Way or the</td>
<td>High Energy</td>
<td>Polite</td>
</tr>
<tr>
<td>8</td>
<td>Blunt</td>
<td>Powerful</td>
<td>Spontaneous</td>
<td>Fair and Honest</td>
</tr>
<tr>
<td>9</td>
<td>Asks questions</td>
<td>Straight-forward</td>
<td>Center of Attention</td>
<td>Loyal</td>
</tr>
<tr>
<td>10</td>
<td>Problem-Solver</td>
<td>Takes Charge</td>
<td>Blarts out</td>
<td>Gives to others</td>
</tr>
<tr>
<td>11</td>
<td>Responsible</td>
<td>In a Hurry</td>
<td>Outgoing</td>
<td>Calm</td>
</tr>
<tr>
<td>12</td>
<td>Private</td>
<td>Big Ego</td>
<td>Communicator</td>
<td>Trustworthy</td>
</tr>
</tbody>
</table>

In each letter column, points will be awarded for each word as follows:

- Circle = 4 points
- Underline = 3 points
- X out = 2 points
- No mark = 1 point

Add each word score to calculate the total column score. The highest possible letter column score is 48. The lowest possible score in any letter column is 12. Report letter column scores below.
Directions: Carefully look over each of the four series of images. Decide which lettered box best represents your actions, beliefs, and values. Assign this letter 4 points and record it in the appropriate box below. The next most like you will receive 3 points, then 2 points, and finally 1 point. Record these as well. Complete calculation by multiplying the score by 4 points each.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image A" /></td>
<td><img src="image2" alt="Image B" /></td>
<td><img src="image3" alt="Image C" /></td>
<td><img src="image4" alt="Image D" /></td>
</tr>
</tbody>
</table>

| A: ___ x 4 = ___ | B: ___ x 4 = ___ | C: ___ x 4 = ___ | D: ___ x 4 = ___ |
Directions: Read each statement and decide how well it describes you. Circle the number between 1 and 5 to show your level of agreement, using this scale:

1 = Definitely NOT me  
2 = Not me most of the time  
3 = Every now and again this is me  
4 = Often this is me  
5 = Definitely me

A. Definitely NOT me – Definitely me
I like to work by myself  
I like quiet so I can concentrate  
I don’t mind spending time by myself  
I need time alone to relax and just hang out

This is score A. Shyness Score.  Total of circled #'s _____

B. Definitely NOT me – Definitely me
The ideas I have are interesting  
I like moving from one project to another  
Being creative in approaching things gets the best results.  
I approach problems using my intuition

This is score B. Instinctive Score.  Total of circled #'s _____

C. Definitely NOT me – Definitely me
I like working with others  
I like spending time with other people  
Being in social situations energizes me  
I think of myself as very social

This is score C. Boldness Score.  Total of circled #'s _____

D. Definitely NOT me – Definitely me
I do things one step at a time  
I like to work with a clear plan in place  
The most effective approach is a systematic one  
I’m analytical in my approach

This is score D. Systematic Score.  Total of circled #'s _____
Add your scores as follows to obtain your team role scores:

Score A: _____  
Score B: _____  
Sum of A + B = _____ = Adventurer Score

Score B: _____  
Score C: _____  
Sum of B + C = _____ = Refresher Score

Score C: _____  
Score D: _____  
Sum of C + D = _____ = Planner Score

Score D: _____  
Score A: _____  
Sum of D + A = _____ = Completer Score

Which is the highest?  
Which is the lowest?

The higher the score, the more strongly you are suited to play that particular role when working with others. By understanding your own and other team member roles better, you can gain insights that will help your team function better.
Your “primary” color is your highest scoring letter and corresponding color. The other colors represent your “secondary” colors.

A = Purple  
B = Red  
C = Orange  
D = Yellow

An effective group coordinator, but one who needs to be careful not to force their opinions on others.

Need for Power & Control
- Takes charge
- Determined
- Can have a temper
- Competitive
- Opinionated
- Can be demanding of others
- Direct

A great organized team player who gets tasks done, but who sometimes lets their need for perfection get in the way of good outcomes.

Need for Accomplishment & Order
- Direct, Independent
- Organized, Detailed
- Perfectionist
- Gets things done
- Disciplined

An individual who can help teammates have fun and try new things, but their attention-seeking behavior sometimes leaves others ignored or manipulated.

Need for Attention & Excitement
- Outgoing
- Risk-taker
- Can without thinking
- Likes center stage
- Likes variety
- Likes to have fun

A caring individual who is respectful of others; however, needs to be careful not to give in to others all the time or to let their need for fairness get in the middle.

Need for Approval & Harmony
- Caring, Understanding
- Honest, Fair, Trustworthy
- Gives into others
- Puts off decisions
- Values calm, peace
### Team Role Grid

(Enter your scores)

<table>
<thead>
<tr>
<th>Adventurer</th>
<th>Refresher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adventurer Score:</strong> _____</td>
<td><strong>Refresher Score:</strong> _____</td>
</tr>
<tr>
<td>A great source of ideas and insights about what the team should do next.</td>
<td>A great champion of group morale and enthusiasm.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planner</th>
<th>Completer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planner Score:</strong> _____</td>
<td><strong>Completer Score:</strong> _____</td>
</tr>
<tr>
<td>A great coordinator and planner for team efforts.</td>
<td>A great role model for getting things done.</td>
</tr>
</tbody>
</table>

**Which is your dominant quadrant and role?** Did others get different scores?
- The highest score(s) indicate the role you are most likely to play in an effective team.

When people with different team role scores are combined in a single team, the team gains depth through the combination of *natural strengths*.

People with differing team role scores contribute their strengths. However, they also bring their *differences*, which can get in the way of effectively combining their strengths. On the next two pages, you’ll find some interesting information about these differences and how to handle them productively.
Your Primary Color: __________________  Your Preferred Team Role: __________________

What are some ways you could get along better with people who are a different color or team role than you?

What can you learn from others who are a different primary color or preferred team role than you?

How does your primary color or preferred team role affect your relationship with others?

How does your primary color or preferred team role enhance your leadership skills?

In what ways is your primary color or preferred team role important to working in teams or to being an effective team leader?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator, Buffalo County, and Laura Pettersen, UW-Extension 4-H Youth Development Educator, Monroe County from:
Goal Setting

SMART Goals

Leadership Goals: Youth will strengthen their ability to prioritize leadership tasks and responsibilities and set goals for themselves as developing leaders.

Learner Objectives:

Youth will:

- Gain skills in setting goals.
- Develop an understanding of the importance of goal setting.

Lesson Plan:

1. Ask the group to brainstorm areas of their lives in which they set goals. Record these on a large chart in the front of the group.

2. Next, present the concept of setting goals according to the SMART system. Mention the words associated with each letter and ask the participants to define what that word might mean as connected to setting goals. Record these answers on a large chart in front of the group.

3. Pass out two index cards, one index card with the SMART goal system printed on it, and one blank, for each participant in the group. Ask participants to write three goals and tell them they will be asked to share one with the group to assess its use of the SMART goal setting system.

4. Follow up the activity with the reflection questions.

Reflection Questions:

- Why is setting goals an important task?
- Which part of SMART is the most important? Why?
- What are the benefits of setting goals according to SMART?
- How can setting goals help you be a better leader?

Developed by Laura Pettersen and Annie Hobson, UW-Extension 4-H Youth Development Educators; Monroe and Buffalo Counties, WI; February 2008.
SMART GOALS

S= Specific
Goals should be to the point, focused and clearly define the what, why and how of you intended plan. WHAT are you going to do in the next year? Use action words such as organize, lead, practice, develop, plan, build, etc. WHY is the important to do at this time? What do you want to ultimately accomplish? HOW are you going to do it?

M= Measurable
Goals should have a specific target to measure so you know exactly when a goal is achieved. For example, a goal to “do better in my math class” is vague and doesn’t explain how you’d like to improve. A goal that reads “I would like to attend an extra tutoring session about algebra by January” is a measurable goal that you can check off when you complete.

A= Attainable
Goals should be ones that you can accomplish. While goals should stretch your thinking or will a little, they should not be so far out of reach that you lose commitment quickly.

R= Realistic
Goals should be practical ones you can achieve with some effort! Too difficult and you set the stage for failure, but too low sends the message that you aren’t very capable.

T= Timely
Set a timeframe for the goal: next week or end of the school year. Putting an end point on your goal gives you a clear target to work towards. Without a time, often you will put the goal on the backburner and lost commitment.
Goal Setting

Writing Goals...Easy as 1, 2, 3

Leadership Goals: Youth will strengthen their ability to prioritize leadership tasks and responsibilities and set goals for themselves as developing leaders.

Learner Objectives:

Youth will:
- Practice skills in writing goals in leadership situations.
- Develop an understanding of the importance of goal setting.

Lesson Plan:

1. Tell youth that good leaders set goals for themselves and the others they work with. Inform them that:
   - A goal is something you ultimately want to accomplish in the future.
   - A leadership role is something you actually do to meet that goal.
   - An action plan is a set of benchmarks you set to enable you to reach your goal.

2. Ask youth to complete the following Writing Goals...Easy as 1, 2, 3 worksheet.

3. Engage youth in a reflective discussion about the leadership goals they’ve identified and encourage them to begin an action plan for the next year or program duration period.

Reflection Questions:
- What was it like to write a leadership goal? What was easy about it? What was challenging about it?
- Were you able to come up with new leadership goals you had not thought of before?
- How will you commit to accomplishing the goals you’ve set?
- What did you learn about setting and developing leadership goals?

Developed by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; October 2006
Writing Goals . . . Easy as 1-2-3!

Step 1

Answer the following questions for the leadership opportunity you are setting goals for. You may have more than one answer to some questions and no answers for others . . . that’s OK.

☐ Something I would like to SEE: _________________________
☐ Something I would like to DO: __________________________
☐ Something I would like to LEARN: ______________________
☐ Something I would like to EXPERIENCE: _________________
☐ Something I would like to EXPLORE: ____________________
☐ Something I would like to MAKE: ________________________

Step 2

Pick three or four of your answers above (those things you’d most like to achieve in your leadership position) and put a √ in the box next to them. These will become your goals. Answer the following questions for each of the answers you checked:

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>Goal 4</th>
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<tr>
<td>Yes</td>
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Does this goal challenge me?
Is this goal achievable?
Can I determine success?

If you answered “No” to any of the questions, select a different goal, or revise it until you can answer “Yes”.

Step 3

Write your goals down. Your goals can be the start of your leadership action plan for the year or organization you’re working with. Periodically, check on the goals you’ve written – Have you made progress in your goals according to the time you’ve set? Is it time to set new or more challenging goals?
**Leadership Goals:** Youth will be better equipped to make educated decisions while in a leadership position.

**Learner Objectives:**

Youth will:

- Develop an understanding of and practice using the FIND decision making model.
- Apply the FIND decision making model to leadership dilemmas.

**Lesson Plan:**

1. Discuss with young people dilemmas that leaders face. Then, say: “Leaders often encounter specific kinds of problems with the people, programs, and tasks they work with. One very good way to make the best possible educated decision that you can be confident with is to use the FIND decision making model.”

   **FIND Decision Making Model**
   
   **Figure out the problem.**
   “What do I need to decide?”

   **Identify solutions.**
   “What are my choices of what to do?”

   **Name the pros and cons (positive and negative consequences) of each choice.**
   “What are the advantages and disadvantages of each way to solve the problem?”

   **Decide which the best choice is, then act on it.**
   “What will I do now?”

2. After youth are familiar with the FIND decision making. Formulate groups of 3-4, and ask one member to draw a card from the FIND Leadership scenarios.

3. The group will have 10 minutes to formulate a role play based on the situation in which the leader handled the dilemma effectively.

4. The rest of the groups should serve as the audience and evaluating their decision making skills by awarding a thumbs up or thumbs down after each performance. Ask performers to share their decision-making process and reasoning for each. Ask audience members to rationalize their evaluations and give effective feedback as all good leaders would.

**Reflection Questions:**

- What is FIND? How does one use the FIND work when faced with a leadership dilemma?
- How would you rate your group’s decision making skills as your planned for the role play?
- What can you do to improve your decision making skills?
- Was it difficult to provide feedback to your peers on their leadership decision-making skills? Why or why not?

Developed by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; July 2006
Problem #1:
A fellow leader has not followed through on her responsibilities.

Problem #2:
A fellow leader keeps talking during the business meeting.

Problem #3:
Your peers keep arguing over which activity to do at the next month’s meeting.

Problem #4:
A friend has asked you to bail out of the leadership conference to “have fun.”

Problem #5:
Your parents will not let you attend the next service-learning event at Habitat.

Problem #6:
There are 3 candidates for Committee Chair, but no candidates for Vice-Chair.

Problem #7:
An adult leader says to you that your vote is not as official as his because you are a kid.

Problem #8:
The activity is about to start, but none of the supplies needed have arrived yet.
Leadership Goals: Youth will be better equipped to make educated, ethical decisions while in a leadership position.

Learner Objectives:

Youth will:
- Strengthen their understanding of the importance of applying ethical decision-making skills in leadership situations.
- Recognize the characteristics of principled leaders.

Lesson Plan:

1. Ask young people, and then explain further: What guides you in life as you make your decisions? Do you have a roadmap? A compass? In fact, you do! The roadmap that you turn to when you need direction is your system of values. The compass that tells you whether things are right or wrong is your principles. What does this mean? To illustrate this idea, let’s think of some examples. If you have to choose between watching a big game on TV or helping a good friend move, the roadmap that helps get you to your end decision is the value you have for friendship. The compass inside you that tells you if you are doing the right thing is your core principle of treating others as you want to be treated. Sounds a little corny maybe, but it works. If you are lost and you have a map and a compass, you can always find your way. It is the same for our decision making process; if you feel confused, what do you fall back on to help you make the choice? “Okay”, you say, “I see where this is going”. But where do you get your values and principles? Like most things, they are learned; from your family, your school, your community, your friends and so on. We come to value and believe things through our experiences. What do values and principles have to do with leadership? The values and principles of a group or organization tend to take on the values and principles of its leadership. As a leader, you set the tone for how things work and how decisions are made. Leaders must ask not only what they have as their personal system of values and principles, but what they want as the system to guide decision making and behavior within their organization.

2. Provide young people with the following characteristics of principled leaders from Stephen R. Covey in Principle-Centered Leadership:

   1) **They are continually learning** – they seek training, learn from their experiences and listen to others.

   2) **They are service-oriented** – they see life as a mission to serve others.

   3) **They radiate positive energy** – they have optimistic attitudes and are positive and upbeat.
4) **They believe in other people** – they do not over-react to criticism, negative behavior or human weaknesses, as they understand that behavior and potential are different things.

5) **They lead balanced lives** – they are active socially and intellectually, and have many life interests.

6) **They see life as an adventure** – they savor life and are not afraid of the unknown, as they know it will be exciting and educational.

7) **They are synergistic** – they are catalysts for change, improving any situations in which they become involved.

8) **They exercise self-renewal** – they regularly exercise the four dimensions of the human personality: physical, mental, emotional and spiritual.

3. Have participants break into small groups of 3-6 people. Assign each group one scenario from the list on the next page. Each group must have one recommended response to the situation – even if individuals feel differently. Then groups will name the values and principle that guided their choices. Allow 10-15 minutes for this activity, and then reconvene to discuss the results.

4. Provide young people with the Five Ethical Principles Handout and have them re-evaluate their situations. How did their decisions change or stay the same?

**Reflection Questions:**
- Were people generally in agreement about how to react? If so, why? If not, how did you resolve various approaches to come up with only one group response?
- What values and principles did you identify that helped guide you?
- Is it hard to distinguish between principles and values?
- Did going through the identification of the values and principles change your thoughts about how to respond?
- Have you had a decision to make in life that was difficult? What guided you?
- How do we tend to make simple decisions more difficult?
- As a leader, do you find yourself relying on your core principles to make decisions?
- How did the leader’s or group’s principles direct the decision made?
- What core principles guide your decisions?
- How do we consider our principles on a daily basis?
- Do you convey your principles to others? How?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from *Recipes for Leadership* by Rory Klick, UW-Extension.
Principled Leadership Situations

Situation #1

You are running late and have to prepare for a big meeting that morning. You made it to the parking lot and see the train is just pulling into the station. You can just make it if you hurry. As you are waiting to put your parking money into the slot, an older woman stumbles and drops her money on the ground. Pausing even a couple minutes to help her might cause you to miss your train, and the next train will get you to work only minutes before your meeting and you’ll have no time to prepare.

· What do you do? What are the risks/costs to you?

Situation #2

You are watching your daughter play soccer and standing at the edge of the field. Since the children are only 3-4 years old, there is a lot of chaotic activity as each child has a ball to practice moving down the field. One of your child’s teammates is behaving badly and taking the practice balls away from other players. The coach intervenes as the teammate takes the ball from your daughter. The teammate runs away with the ball down the field, so the coach simply engages your daughter with another ball and lets the other child calm down. A few minutes later, you notice the teammate’s father go and grab the child and take him behind the hedge along the parking lot. Since you are standing at the edge of the field, you can see the father take the child, pick him up and shake him hard while yelling directly at the child’s face. They do not return to the field.

· What do you do? What are the risks/costs to you?

Situation #3

You are working as a volunteer for a charity, and you are helping run the big annual fundraiser, a benefit walk. Hundreds of people have shown up to walk, and you are really busy taking registrations all morning. Once things calm down and the walkers are out on the course, you notice one of the organizers taking money out of the cash boxes. When the organizer sees you looking, she politely says that she is just taking some money out of the boxes so there isn’t so much cash sitting around. However you notice that she isn’t counting the money she removes from each cash box. Later you hear from other event organizers that they were disappointed in the revenue generated from registration; it wasn’t as much as they had thought they would bring in, given all the people.

· What do you do? What are the risks/costs to you?
FIVE ETHICAL PRINCIPLES

Respect Autonomy
It is assumed that individuals have the right to decide how they live their lives, as long as their actions do not interfere with the welfare of others. One, therefore, has the right to act as a free agent and the freedom of thought and choice.

Do No Harm
The obligation to avoid inflicting either physical or psychological harm on others may be a primary ethical principle.

Benefit Others
There is an obligation to improve and enhance the welfare of others, even where such enhancements may inconvenience or limit the freedom of the person offering the assistance.

Be Just
To be just in dealing with others assumes equal treatment of all, to afford each individual their due portion, and in general, to observe the Golden Rule.

Be Faithful
One should keep promises, tell the truth, be loyal, and maintain respect and civility in human discourse. Only as we sustain faithfulness can we expect to be seen as being trustworthy.

Ethical principles are sometimes in conflict with each other as we apply them to real-life ethical dilemmas. No one principle is absolute and there are times when a higher standard of ethical conduct requires the violation of one or more principles. This places a strong burden on the individual to provide rationale for rejecting the principle.

Decision Making

Hurricane Katrina Strikes Again!

Leadership Goals: Youth will better understand how values relate to decision making and problem solving in effective leadership, especially as applied to conflict and scarce resources.

Learner Objectives:

Youth will:

- Practice ethical decision making skills.
- Discuss personal ethical reasoning in their decision-making.
- Work through a conflict situation involving scarce resources.

Lesson Plan:

1. Provide each youth with a Hurricane Katrina Strikes Again worksheet. Ask them to read the instructions and have them select their choices independently.

2. After all youth have marked their selections, ask youth to share their selections with a partner and discuss the following reflective questions:
   - How did you come to your conclusion as to who should be left in the shelter?
   - Which characters did you find most controversial? Why?
   - Which characters were your first/easiest selections? Why?
   - How did it feel to determine the characters’ value to society?

Reflective Questions:

- How is ethical decision-making important for effective leaders?
- How do values affect your life decisions?
- How could knowing others’ values affect your leadership decisions?

Lesson adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator, Buffalo County, WI; December 2007 from Unlock Your Leadership Potential, University of Florida Cooperative Extension.
Hurricane Katrina Strikes Again!

You live in New Orleans, LA and a hurricane much larger than Hurricane Katrina in 2005 is heading for the Gulf Coast. The target time for the hurricane eye to hit is exactly thirty minutes from now. There is only one helicopter available to shuttle people out from downtown, but there are ten people left and only five spaces available. Which five should be allowed to be saved from Hurricane Katrina #2 and work to rebuild New Orleans after the hurricane?

1. Female doctor, emotionally and physically abusive

2. College graduate, male, accountant, married to homemaker

3. Homemaker, 39-year old female, alcoholic, married to accountant

4. Farmer, does not need modern equipment

5. Black militant, second year medical student

6. Sixteen-year-old girl, pregnant

7. Religious leader, 54 years old

8. Scientist, racist

9. Police officer with a gun

10. Olympic athlete, smokes marijuana
Leadership Goals: Youth will strengthen their ability to handle stress and respond positively, especially in leadership situations.

Learner Objectives:

Youth will:
- Identify and discuss stressors in their lives.
- Brainstorm healthy responses to stress.

Lesson Plan:

1. Are you feeling like there are too many pressures and demands on you? Has it reached a point where you are losing sleep worrying? Eating on the run because your schedule is just too busy? You’re not alone. Everyone experiences stress at times - adults, teens, and even kids. But there are things you can do to minimize stress and manage the stress that’s unavoidable, and hopefully learn to eliminate issues that cause stress before it happens.

2. Discuss the following with youth: Stress is a feeling that’s created when we react to particular events. It’s the body’s way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina, and heightened alertness. Factors that cause stress are called “stressors,” and how people respond to stressors varies from person to person. However we’re all wired with the same basic physiology. This physical response is often called the “fight or flight response,” and refers to our bodies production of the hormones adrenaline and cortisol. These hormones speed up our heart rate, breathing rate, blood pressure, and metabolism, resulting in that feeling of being stressed, and still keep their calm when circumstances get difficult. Your body is quite literally prepared to either fight off the stressor, or run from it. When people lose their tempers, it is usually because they are under stress. Factors that normally would not provoke an angry response suddenly create problems when added on top of stress. What can you do to deal with stress overload or, better yet, to avoid it in the first place? The most helpful method of dealing with stress is learning how to manage the stress that comes along with any new challenge, good or bad. Stress-management skills work best when they’re used regularly, not just when the pressure’s on. Knowing how to "de-stress" and doing it when things are relatively calm can help you get through challenging circumstances that may arise. What are some ways that people can deal with stress?

3. This activity starts with individual reflection, and includes small group discussion. Have individuals spend 4-5 minutes listing the stressors in their lives, and how they typically respond. For example, when you get anxious about taking a test, you might tend to eat more, or when you’re worried about being able to pay the bills, you might get more defensive and argumentative. Encourage participants to be honest and thorough in their list, as it will only be seen by them.
4. Next have participants break into small groups and discuss how they might respond to various stressors. They do not have to share their own stressors, but can talk about stressors in theory.

Reflection Questions:
- What are some of the stressors that people named?
- What are some of the unhealthy responses? Healthy responses?
- What are some of the ways that your small group identified to cope with stress? (among the groups, did the items on the worksheet all come up in some form?)
- Are there practical ways to keep stress from happening in the first place?
- If circumstances get stressful, did you learn of some ways to better respond?
- Will you always be able to control stress? Respond well?
- How can we learn to think of challenges as opportunities and stressors as temporary problems, not disasters?
- How do we practice healthy responses to stress?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from Recipes for Leadership by Rory Klick, UW-Extension.
Stress & Time Management

“Stress” or “Balance” Challenge

Leadership Goals: Youth will strengthen their ability to handle stress and respond positively, especially in leadership situations.

Learner Objectives:

Youth will:
- Physically experience stress and evaluate those experiences.
- Gain an understanding the importance of balancing life’s stressors.

Lesson Plan:

1. For this activity the facilitator will need to gather
   - 6 Large (soft) Stuffed Animals (LSA)
   - 6 Small (beanie baby size) Stuffed Animals (SSA)
   - 6 Plastic Hangers (H)
   - 2 cups of water filled nearly to the rim

2. Participants form a circle with outstretched arms. Space between participants should be about the distance that all participants can touch the hand of the next participant.

3. Facilitator states the name of someone in the circle and tosses that participant a large stuffed animal (LSA). The participant is instructed to say the name of another participant in the circle, then “toss” the LSA to that participant. That participant states the name of another participant and tosses the LSA, until everyone in the circle has received the LSA. *(Remember: the last participant must toss to first participant.) The pattern is repeated at least one or two times to confirm that all participants understand the pattern. (The facilitator is not part of the circle.)*

4. Facilitator hands a small stuffed animal (SSA) to the participant nearest the facilitator’s left and instructs the participant to simply hand the SSA to the next participant on his/her left. The SSA continues around the circle to the left.

5. Facilitator holds up a plastic hanger and states: “Whenever you receive a plastic hanger you can pass or toss it to anyone. You cannot pass or toss it back to whoever gave it to you. Understand?”

6. Facilitator holds up a filled cup of water and states: “Whenever you receive the cup of water you simply pass it to the participant on your right. CAREFULLY! Don’t spill any of the water. If any water is spilled, shout STOP! You don’t want to be the person who spills the water. Does everyone understand?” *(Facilitator: If anyone spills any water and STOP is shouted, the person who spilled steps out of the circle.)*

7. Facilitator states: “One last time now -- large animals, say the name of participant and toss; small animals to the left; hangers to anyone, just not back to the person who gave it
to you; and, water to the right. Any questions? -- You have 1 min. 30 seconds to send the water glass around the circle 3 times. GO!" (Facilitator begins to circulate items. Start slow, accelerate pace.)

8. Explain that the LSA’s and SSA’s represent large and small EXPECTED events that arise in the daily lives of leaders. The Hanger represents UNEXPECTED responsibilities. The glass of water represents priorities that are especially important or needs special care.

9. Next, try the game again with just 2 or 3 large animals, 1 or 2 small animals, 1 hanger, cup of water, and slow the pace way down. Ask participants what the difference was between the two games.

Reflection Questions:

- How did you feel when you were hit with all the responsibilities and expectations of LSA’s SSA’s and hangers?
- What was different between the first and second time you tried the activity?
- What can this activity tell you about your personal responses to stressors?
- What might you do differently now related to your personal responsibilities and expectations associated with being a leader?
- Why is balance important for individuals, especially leaders?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; September 2007 from UW-Extension Family Living Colleagues.
Leadership Goals: Youth will better understand the impact of planning and efficient use of time in personal and leadership situations.

Learner Objectives:
Youth will:
- Access how much time they spend in structured and unstructured activities.
- Explore ways to successfully balance commitments and activities in their lives.

Lesson Plan:
1. Each youth should locate a partner. Give each pair several long, skinny balloons to inflate. Ask pairs to brainstorm all the leadership activities that they participate in each night of the week and write each one on balloon with a permanent marker. For example, sports practice, youth meeting, religious youth group, going to the movies with friends, etc.

2. Have pairs select a Partner A and a Partner B. Partner A will begin by handing balloons one at a time to Partner B. Partner B will hold all the balloons that represent structured activities (like school or youth organization event) in their right hand and all the unstructured activities (like playing video games with friends) in their left hand. If the youth has their activities balanced between structured and unstructured activities they should be able to balance the balloons.

3. Repeat the activity so that Partner B is handing balloons to Partner A.

4. Poll the youth to seen if most young people had balloons in their left or right hand and if they were able to manage or “balance” all their structured and unstructured commitments represented by balloons.

Reflection Questions:
- On a scale from 1 (not busy and not very structured), 5 (just right balance of business and structured and unstructured activities) 10 (very busy, unbalanced and very structured), how would you rate the balance in your life? Explain.
- Is it easier to have negative life impacts if you are too busy or if you haven’t enough to do? Why?
- Would you like for your life to be more balanced? Why or Why not?
- How can you manage your schedule and commitments more successfully? How can you get your life more balanced?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from Building Assets Together by Jolene Roehlkepartain.
Leadership Goals: Youth will better understand the impact of planning and efficient use of time in personal and leadership situations.

Learner Objectives:

Youth will:
- Better understand the importance of planning systems.
- Practice the use of the ABC leadership personal planning system method.

Lesson Plan:

1. First, what is a planning system? It is simply a method for how to organize information to keep track of your tasks and help you stay focused on the most important priorities. Some of the well-known systems include Franklin-Covey, Priority Manager, and PDA's (personal digital assistants, such as a Blackberry). What do all these systems do? Organize information and help you focus your priorities.

2. Show examples of planning systems. Do any of them do the task of managing your time for you? While the Blackberry can beep to remind you about your next appointment, even the PDA approach is only as good as the information that is put into it. No matter how fancy the planning system, they are all just tools. You as the user have to be the one to input information – and then use it.

3. What simple planning methods can you start to do right now? One approach is the ABC method of ranking your to-do list. Break your tasks down into manageable steps and focus on one at a time. If a task is critical to your goals for today, then it gets marked as an “A,” while less urgent but still important tasks are marked with a “B.” Things that would be nice to do if you have time left are labeled as “C,” and could be moved to another day if necessary. Once you have ranked your tasks, tackle the “A’s” first, and then move on to the “B’s.” If new tasks come up, assess the new tasks against your priorities for the day – don’t let the newest tasks take priority just because it’s new.

4. This activity may be done small groups of 3-5 people or by individuals. Ask students to brainstorm a list of typical daily tasks and responsibilities, and then identify the key to-do items. Now have them prioritize the list using the ABC approach. Add a couple new tasks to be done. Remind them to assess these new tasks against the priorities they have already established. Do these new tasks take precedence? Or can they be designated as “C’s” and be done another day?

Reflection Questions:
- What made a task and A, B or C? Was it easy to decide?
- Did you find yourself with too many A’s and B’s? What other filters can you place on tasks before they are designated as top priorities?
• Do you find you have C’s that keep getting bumped day after day, until the point where they become A’s or B’s?
• If you address all the day’s A’s and B’s, can you build in time for long-term projects?
• Do you plan on a daily basis? Why or why not?
• How do you know whether something is a priority?
• What role do other people have in terms of influencing your priorities?
• What do you want to change about your own planning strategies to become more effective?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from Recipes for Leadership by Rory Klick, UW-Extension.
Communication

Five Speaking Scenes

**Leadership Goals:** Youth will enhance their oral communications skills to better serve them in leadership positions.

**Learner Objectives:**

Youth will:
- Gain experience with improvisation.
- Practice speaking in front of others in a fun atmosphere.
- Develop an understanding of the challenges and benefits of speaking in front of others.

**Lesson Plan:**

1. Instruct the group with the following directions. Once the majority of the members of the audience have had at least one opportunity to participate or the group is beginning to slow down its participation, end the activity and begin debriefing with the reflection questions.

2. Formulate groups of 7-10 youth.

3. One person will start a “scene” acting some sort of scene out. A person from the audience will jump in, changing the “scene” to a different scene to act out. This continues until approximately 5 scenes have taken place. Then the “actors” must exit the scene in the order they entered, going back to the scene prior and ultimately ending at the first scene with the initial actor. *(example: actor 1 begins shoveling, checking a map, and shoveling more, wiping sweat from his/her forehead: actor 2 jumps in puts a plant in the whole that’s being dug, and asks actor 1 to start shoveling the dirt back in, actor 2 pats the ground: actor 3 jumps in saying I’ll help you look for your contact, all three actors are on hands and knees patting the ground, searching: actor 4 jumps in and says “That’s not the way to do push-ups, do it like this” performing a pushup and then instructing the others to do the same, pushups continue: actor 5 jumps in and says and now class, down dog (yoga pose), hold for 5 breaths. (now actors must exit) Actor 5 says and class dismissed and exits, actors 1-4 go back to pushups, actor 4 says we’re finished with pushups, I’m going to get the jump ropes, so get ready: actor 3 says “I found your contact, I’ll go clean it off”: actor 2 continues patting the ground where the plant has been put in, then says we should water this tree/plant, I’ll go get the watering can: actor 1 begins shoveling, looking at the map, and acts out hitting the treasure chest, drags it out of the ground and runs off with it.)*

**Reflection Questions:**

- As a member of the audience how did it feel watching an actor, specifically the first actor?
- As the actor, how did it feel to know there was an audience and possible next scene coming?
- What does this activity help you to do?
- How does improvisation/in the moment thinking help or hinder an individual?

Developed by Laura Pettersen, UW-Extension 4-H Youth Development Educator; Monroe County, WI; February 2008
Communication

What Makes a Good Listener?

Leadership Goals: Youth will enhance their active listening skills to better serve them in leadership positions.

Learner Objectives:

Youth will:

- Develop an understanding of the barriers to effective communication, specifically listening.
- Gain listening skills.
- Better understand the impact effective communication, specifically listening, or lack thereof, has on individuals.

Lesson Plan:

1. Instruct the group with the following directions. Once the three experiences have taken place, debrief with the questions below.

2. Divide the group in half; group A and B. One group (A) should stay in the room and one (B) should leave. Each group will receive instructions each time the activity takes place (3 times). Instructions must be given separately to each group and can be given orally and/or in written format.

   1st Experience:
   - Group A: Sit on the floor and tell the individual who comes up to you a story about something important to you. (a trip you took, a memory of childhood, a time you were successful or not successful)
   - Group B: Enter the room and find a partner. Stand in front of this person and listen to them.

   2nd Experience:
   - Group A: Stand in one spot and as your partner tells a story, tell your story, interrupting, with better details, more impressive information, etc.
   - Group B: Enter the room and find your partner. Stand in front of this person and tell a story about something you are proud of. (an accomplishment, problem solved, etc.)

   3rd Experience:
   - Group A: Stand in one place and be distracted while your partner tells you a story. (look around/behind to the side of your partner, talk about something you have to do, exhibit impatience)
   - Group B: Enter the room and find your partner. Stand in front of this person and talk about an important task that must be accomplished.
Reflection Questions:
- How did it feel during the first activity for those telling the story? For those “listening”?  
- How did it feel during the second activity for those telling the story? For those “listening”?  
- How did it feel during the third activity for those telling the story? For those “listening”?  
- What ways/skills/activities can you do as a communicator, both speaker and listener to encourage good communication?

Developed by Laura Pettersen, UW-Extension 4-H Youth Development Educator; Monroe County, WI; February 2008
Leadership Goals: Youth will recognize the need for trust and personal responsibility within the groups they lead and develop skills in addressing group leadership challenges.

Learner Objectives:
Youth will:
- Build trust with peers.
- Work with others to address “roadblocks” or challenges associated with group leadership experiences.

Lesson Plan:
1. Ask youth to form two even lines facing you. Each person in the front row should have another participant standing directly behind him or her. Lines should be equal in number of participants.

2. Ask participants in the back row to place their hands on the shoulders of the person in front of them. Next, ask the person in the front to place their elbows at their sides and their hands out in front to serve as a “bumper.”

3. Place obstacles around the room, like chairs, desks, other students forming a tunnel, etc. Each obstacle will serve as a “leadership roadblock” representing challenges that youth leaders face as they perform leadership tasks and participate in leadership development. For example, an adult does not accept their idea, one peer does not want to participate in a planned activity, or they have to make a group decision about which individual to recommend for a Committee, etc.

4. Tell the youth that they will be playing the Cars game. The object of the game is to around the room with out crashing into anything, including other cars. Participants in front will serve as “cars” and the people behind them will serve as “drivers” using their hands on their shoulders to “steer” them. The catch is that the cars have to keep their eyes closed while they are being driven around the room. The cars may not open their eyes at any time and have to rely on the drivers to keep them from crashing into someone or something.

5. Tell participants to start their engines! If “cars” do run into “leadership roadblocks” they and their “drivers” must stop and explain what the group would do or say to address the “leadership roadblock” in real life.

6. After a minute, as participants to switch roles within the line so that “drivers” each have an opportunity to be the “car.”

Reflection Questions:
- How did it feel to be a “car” in this activity? Were you nervous?
- What was it like to be a driver? Was it important to you to be cautious with your fellow leaders?
• Was it challenging to address “leadership roadblocks” as a group? Why or why not?
• How is this car activity an example of our own lives and our own experiences in community building?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from Get Things Going by UW-Extension
Working with Others

Powerful Perceptions

Leadership Goals: Youth will be better able to communicate with others by accessing individuals’ viewpoints and responding effectively.

Learner Objectives:

Youth will:
- Gain an understanding of the different perspectives individuals hold.
- Recognize their own perceptions and some ways those are formed.
- Develop an understanding of ways to clearly communicate with others in order to create the most positive experiences possible.

Lesson Plan:

1. Instruct the group with the following directions. Once the questions have been answered by participants begin debriefing with the reflection questions. Participants can share their answers or not depending on the climate of the group.

2. Participants are given 5 scenarios and asked to write their response to a question about the scenario. It is important that this is an individual activity and participants are told they should not be impacted by their neighbor. Hand out index cards and writing utensils for participants to record their answers. Ask individuals to spread out in the area the activity is taking place in order to record their answers. Scenarios and questions:
   - Your neighbor bought an expensive car. How much did it cost?
   - Your car has some problems and you have to take it to the mechanic. The mechanic says, “This will take while.” How long will it take?
   - Someone calls you with a question and you tell them, “You will hear from me soon.” (of I’ll get back to you soon). When will that be?
   - You went to return some merchandise to a store. There were too many people standing in line. How many people is that?
   - A kid at your summer program/camp asks you when you will play a certain game. You tell him, “We’re going to do that activity later.” When will that be?

Reflection Questions:
- Depending on the group, ask participants to share their answers to illustrate the range of answers is for each person.
- How do individuals “personal history” impact their responses?
- In what ways do individuals perceptions affect their frustration level with communication?
- Specifically, how do your responses as a leader affect the group?
- How can we work to effectively communicate with others?
Working with Others

I Want In! Let Me Back In!

Leadership Goals: Youth will better understand that an effective leader is one that ensures good team relationships. One method to develop solid team dynamics is communicating and upholding the importance of belonging when working with others.

Learner Objectives:

Youth will:
- Identify ways to help others feel like they belong in a group.
- Strengthen skills in getting along with others.
- Better understand the importance of belonging when working with others.
- Describe their feelings when they feel as if they do not “belong.”

Lesson Plan:

1. Divide youth into groups of four or five. Select one participant in each group to stand outside of the group while the other members link arms.

2. Tell all the participants that under no conditions are they to let the “outsider” back into the group. The members outside of the small groups will have one minute to convince their small group to let them back into the circle. All group members have to be persuaded in order to let the person back in.

3. After one minute, allow the “outsider” to rejoin their small group and have another member stand outside the circle and try to persuade the others to let him or her back in the circle. Continue the process until all group members have had an opportunity to be the “outsider.”

Reflective Questions:
- How did you feel when you were outside of the circle?
- When was a time you felt excluded?
- How did you feel when you were on the inside of the circle?
- Did you attitude change any from the inside or outside of the circle? Why or why not?
- Was anyone able to persuade their group to let them in the circle? Why or why not?
- What are some negative results for someone who constantly feels left out of a group?
- What are some positive results of belonging?
- What are some of the worst things you can do to alienate someone in a group?
- What are some ways to bring people closer to the group?
Conflict Resolution

Resolving - Conflict or Controversy?

Leadership Goals: Youth will better manage conflict in leadership positions and use controversy and conflict to build personal and group assets.

Learner Objectives:

Youth will:

- Recognize the difference between controversy and conflict.
- Use “I” messages.
- Apply conflict management and resolution skills in controversy and conflict situations, respectively.

Lesson Plan:

1. Provide each youth with a “I” messages handout and an Active Listening handout. Discuss each and have youth practice verbally communicating and writing “I” messages. Ask young people to demonstrate active listening as others practice “I” statements.

2. Next, introduce the difference between Conflict and Controversy:

- Controversy is usually a one-time or short-term difference of opinion; it can usually be solved quickly and once solved, it usually does not reoccur. Conflict resolution strategies are used to reduce controversy or one-time differences of opinion.
- Conflict is a longer-term, ongoing difference in values; it takes a longer time to work through because it is often reoccurring frequently or consistently. One must use conflict management strategies to resolve alleviate conflict or long-term, continuous differences.

3. Ask young people to role-play solutions to leadership situations. The youth should first determine if the situations are conflict or controversy because as suggested earlier they will respond to each situations differently based on that determination. In each role played solution young people should also use “I” messages and active listening. Situations include:

   - Youth leaders are arguing over the location of the next meeting.
   - The youth leader in charge of the annual service-learning event refuses to be sensitive to volunteers who are Latino.
   - There is a fierce competition between two youth leader candidates for vice president.
   - Your parents won’t extend your curfew.
   - One youth leader in your organization consistently fails to fulfill her responsibilities.

Reflection Questions:
• How are I messages and active listening important to solving conflicts and controversies?
• Why is it important to determine if a problem is a conflict or controversy?
• How did it feel to reach resolution to leadership situations using “I” messages?
• What might you do differently next time you are in a conflict or controversy?

Developed by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; November 2007
“I” Messages

An “I” message can help you clearly state an issue that you need to discuss and your feelings and reactions to that issue. “I” messages are also helpful because they help you take responsibility for your part in the issue and avoid blaming the listener. Therefore, “I” messages are a very effective way of expressing yourself.

In an “I” message, one should:

1. State one’s feelings about what is happening that bothers you, without criticizing the other person.

I feel _____________________ because ________________________________.

And then

2. Ask for a change in behavior.

I would like it if you would please ________________________________.

Try your hand at some I messages:

- I feel _____________________ because ________________________________.
  I would like it if you would please ________________________________.

- I feel _____________________ when ________________________________.
  Would you please ________________________________?

- When ________________________________ it make me ____________________.
  I would like it if you would please ________________________________.

- When ________________________________ I feel ____________________.
  It might be better if ________________________________.

- I get ________________________________ when __________________________.
  It would help if ________________________________.
Active Listening

Now that you’ve mastered “I” messages, you need to practice active listening skills.

Listening is different than hearing! Hearing is something many of us do naturally, listening takes effort and practice!

Active listening is a way of listening and responding to another person so both people better understand. Often when people talk to each other, they are only half listening – lots of times distracted by trying to come up with an answer or response rather than really being attentive.

1. Use a “listening” posture:
   - Face the speaker
   - Make eye contact
   - Body is still
   - Smile!
   - Make sure there are no distractions

2. Encourage the speaker to keep talking:
   - Use a caring and pleasant tone of voice
   - Nod your head
   - Say “uh huh” and “mm hmmm”

3. Focus on you’re hearing:
   - Try to understand the other person’s point of view
   - Concentrate on main ideas
   - Pay attention to feelings being discussed

4. Retell what you’ve heard:
   - In your own words, repeat what you heard
   - Ask questions
   - Think about the feelings that were discussed
Conflict Resolution

Perfect Perceptions?

Leadership Goals: Youth will strengthen their understanding of the impact that multiple perspectives may have on their interaction with others.

Learner Objectives:

Youth will:
- Better understand how individuals can view the same situation in different ways.

Lesson Plan:

1. Based on our life experiences, we all have a different outlook on life. And those differences contribute to differences in our perceptions of situations. Perception is the personal version of reality that we each experience. While a group of people may be looking at the same, simple object, every person looking at it has their own perception or reality of what the object is. In this lesson, youth will consider what perception is and how it can affect a conflict situation.

2. Show participants a large picture of three women in kitchen. Ask them to write down what they think is happening in the picture. Allow them 5-10 minutes to formulate the story of what is going on in the picture. Have youth share what their story of the picture.
   - Were you surprised at the differences or similarities in others’ perspectives?
   - How did your background/previous life experiences shape your perception of what was happening in the picture?
   - Did listening to others’ perspectives help you see a different point of view?

3. Show participants pictures of two logos, FedEx and Goodwill. Ask them to look carefully at the logo and describe what they see. Give them a couple of minutes to think about the logos. Once the individuals have started deciding what they see, ask the group for volunteers to share what they see. When looking at the Goodwill Logo, people will look at it and see either half of a smiling face or a small-case letter g. When looking at the FedEx logo, ask participants if they notice anything standing out. (This one is a bit more difficult at first. There is an arrow between the E and the x in the logo.) Ask:
   - Who there individuals who were able to see both figures?
   - Were they helpful in guiding others to see the two figures?
   - What were some of the feelings toward those who didn’t see both figures, and couldn’t see it even after further instruction?
   - How did people’s different perspectives on the picture lead to conflict within the group?

4. On a large flip chart or an overhead projector, write the following sentence: “Two of the most powerful and effective of all human fears are the fear of failure and the fear of
success.” Give the participants a few seconds to count the number of F’s that they see in the sentence. Once they all seem like they have an initial count, survey the group to see what the most common answer is. Don’t give out the correct answer at this time; wait until everyone has given their idea. Circle all the F’s that are written in the sentence.

- What were some reasons that you didn’t get the same number of F’s? Were there things that confused you or made you interpret things differently?
- What does this activity prove about data interpretation, even in a situation where the data is simple to interpret?
- The point of the exercise is that if it is difficult to be certain about the number F’s in this sentence, when the data is clear, easily understood and something we can all do (read, count to 11), how hard is it to be certain about much more complex things like human relationships, big projects, or even what happened in a meeting, etc. Being certain is an impossibility, yet we are trained to do so and this sense of certainty keeps us from asking good questions, understanding their ladder of inference, or listening well.

5. Discuss with young people the following: Our perceptions come from our own personal experiences and background in life. Those perceptions can cause conflict in a group, because we use our perceptions to formulate a conclusion. When presented with the logos or old woman/young woman activities, many people are only able to see one of the two pictures, and some aren’t able to see any at first. In order to see the opposing picture, they must acknowledge their own perception first and then gather opposing views of the picture. Our brains are only able to see one picture at a time. The same goes for our perceptions of a conflict situation. We tend to only see our perspective at first. But until we suspend our conclusion and perception, and listen to others’ perspectives (listening for understanding, not just listening in order to dispute their idea), we are not able to truly understand others’ views and move toward a mutual understanding.

Reflection Questions:
- How can seeing something in a different light be useful?
- How might looking at how others view a situation increase our own skills in dealing with others or resolving conflict?

Developed by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; November 2007
Perfect Perceptions? Photograph
Conflict Resolution

Take a Stand towards Conflict

Leadership Goals: Youth will investigate their attitudes concerning conflict and navigate a conflict situation to a positive end.

Learner Objectives:

Youth will:

- Compare and discuss their attitudes concerning conflict with those of other youth.
- Evaluate their positions regarding conflict.
- Better understand the positive and negative attributes of conflict.
- Relate conflict attitudes to life situations.

Lesson Plan:

1. Explain to youth that you will read a statement about conflict. After the statement is read, they should stand under the respective signs (Strongly Agree, Agree, Disagree, Strongly Disagree) that represents their opinion regarding the conflict statement. Ask youth to provide reasoning for their stance.

2. After each statement is read, youth select their corresponding stance, and a few youth have shared their reasoning, read the corresponding “answer” to each statement. Statements and “answers” are:

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

   - “The success of individuals within organizations depends on their ability to ignore conflicts and concentrate on getting the job done.” Getting the job done to everyone’s mutual satisfaction requires dealing with differences of opinion.

   - “The best way to deal with conflicts is to smooth them over as much as possible.”*
The is an unhealthy response. Smoothing things over doesn’t help. It only postpones.

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

- “Conflicts are inevitable simply because the needs of individuals are different.” A good summary of conflict.

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

- “The use of force is often necessary in resolving conflict.” Force sometimes works with young children, rarely with youth and adults. The use of force will drive the conflict underground. Force will only manage conflict for a while.

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

- “It is not possible to manage conflict successfully when personally involved in the conflict.” The individuals’ involvement is the key to effective management of conflict. We may ask other for help, but resolution primarily depends on the parties involved.

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

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

- “Beneath most conflict is a power struggle.” Power struggles are the base of many, but not all conflicts.

3. After all statements are completed, provide young people with the Advantages and Disadvantages of Conflict Sheet. Engage young people in a reflective discussion regarding the advantages and disadvantages of conflict.

Reflection Questions:
- What did you learn about your attitudes concerning conflict?
- Did group members basically share the same opinions, or was there a wide disparity in beliefs? Why?
- How was your view of conflict changed?
- How do your views of conflict affect your conflict management strategies?
- How might you deal with conflicts differently now?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from Unlocking Your Leadership Potential by Florida State University Extension
Advantages & Disadvantages of Conflict

**Advantages:**

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

**Disadvantages:**

- Can be debilitating.
- Can distract from goal achievement.
- Can cause defensiveness and rigidity.
- Can cause distortions of reality.
- Often becomes a negatively reinforcing cycle.
- Tends to escalate (more serious) and to proliferate (more issues).
- Efforts to resolve are often not reciprocated.
**Leadership Goals:** Youth will gain insight into how to personal improvement needs to engage others.

**Learner Objectives:**
Youth will:
- Better understand their leadership empowerment strengths.
- Identify the ten leadership empowerment principles.

**Lesson Plan:**

1. Ask the group to take a few moments to think about leadership positions they have taken on and the ways in which they lead. Pass out the Leadership Empowerment Assessment and instruct participants to take approximately 10 minutes to complete the assessment while reflecting on their leadership. Upon completion of the assessment discuss the reflection questions below.

2. Take a moment to assess your strengths in the Leadership Empowerment Principles. Read through the statements that describe some of the key skills and action needed, at the end of each statement, note your strengths or area you’d like to improve.

1. **Let go of things others can do.**
   - Let go of tasks and responsibilities that will help others develop.
   - Let go of authority to make decisions about the work.
   - Know what others in the group can do and want to do
   - Build people’s skills to take over by involving them in the work

   *This is an area of strength for me.*

   *This is an area in which I would like to improve.*

2. **Encourage initiative, ideas, and risk taking.**
   - Actively seek ideas and suggestions from the work group
   - Allow people to run with an idea, even if it might involve some risk
   - Reward and recognize ideas and initiative through compliments, formal recognition, and whenever possible, tangible rewards.
   - Are careful not to put down or discount ideas.

   *This is an area of strength for me.*
This is an area in which I would like to improve.

3. Ensure that people have goals and know how they are doing.
   - Encourage the work group to take a lead role in setting goals and assessing their own performance.
   - Ensure that goals are clear and understandable
   - Let people know how they are doing in meeting goals and provide the guidance and support they need to meet them.

This is an area of strength for me.

This is an area in which I would like to improve.

4. Delegate to challenge, develop, and empower.
   - Delegate to challenge and develop people.
   - Delegate authority to make decisions about the work.
   - Provide a clear understanding of the responsibility, amount of authority, expectations, and constraints.
   - Support the delegation within and outside the work group.
   - Set up controls that keep themselves apprised of progress but aren’t seen as restrictive

This is an area of strength for me.

This is an area in which I would like to improve.

5. Coach to ensure success.
   - Coach before the person begins the task or assumes the responsibility and along the way as needed.
   - Make coaching a regular part of their work.
   - Are good coaches—their coaching sessions guide and instruct, while maintaining or enhancing the self-esteem of the person being coached.

This is an area of strength for me.

This is an area in which I would like to improve.

6. Reinforce good work and good attempts.
   - Use verbal praise frequently.
   - Know the kind of reinforcement that works best for each person.
   - Provide tangible reinforcement whenever possible.
   - Remember to reinforce what someone does well even when his or her work has a few flaws.

This is an area of strength for me.

This is an area in which I would like to improve.

7. Share information, knowledge, and skills.
   - Meet with the group regularly to share and update information.
• Make sure people have the information they need to succeed in a task or responsibility or know where and how to get it.
• Share their insights, knowledge, expertise, and skills.

This is an area of strength for me.

This is an area in which I would like to improve.

8. Value, trust, and respect each individual.
• Show that they trust and respect people by encouraging them to take control of their jobs with the authority to take action.
• Take every opportunity to compliment people for good work, creative ideas, and contributions to the group.
• Listen to people and empathize with their problems and concerns.
• Are careful never to put people down or minimize their contributions.

This is an area of strength for me.

This is an area in which I would like to improve.

9. Provide support without taking over.
• Understand that support is essential and know when it’s needed.
• Know techniques for supporting others, such as coaching, reinforcing, preparing for resistance and gaining others’ commitment.
• Resist the temptation to take over when things go wrong.

This is an area of strength for me.

This is an area in which I would like to improve.

• Let go, but also support people through the rough spots of a new assignment instead of punishing them for mistakes or taking over.
• Ask for ideas, but also empower people to implement their ideas.
• Tell people they’re important and show them through actions.

This is an area of strength for me.

This is an area in which I would like to improve.

Reflection Questions:
• What surprised you?
• What area do you feel is the most important? Why?
• How can your areas of strength help your leadership?
• In what ways can your areas to improve be a strength in your leadership?

Developed by Laura Pettersen, UW-Extension 4-H Youth Development Educator; Monroe County, WI; February 2008
Engaging & Empowering Others

Mastering Motivation

Leadership Goals: Youth will recognize their impact as a motivational leader to help others accomplish a task or achieve a common goal.

Learner Objectives:

Youth will:
• Access their personal skills as a motivator.
• Recognize motivation as potentially positive and/or negative.
• Discuss different motivation strategies and their effects.

Lesson Plan:

1. Provide youth with a Are You a Motivation Master? Worksheet and ask them to complete it independently.
2. After the youth complete the survey, ask each question to the entire group and encourage youth to provide positive and negative examples of each. If applicable, ask youth to record responses on their sheet or on a flip chart.

Reflection Questions:
• Are there behaviors you weren’t aware of that affect motivation? Which ones and how?
• What are some your strengths and weaknesses when it comes to motivating others?
• What motivates you personally?
• How can you improve your ability to motivate others?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from Unlocking Your Leadership Potential by Florida State University Extension
## Are You a Motivation Master?

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<td>Do you state clear expectations?</td>
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<td>Do you ask for help when you need it and offer assistance to others?</td>
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Engaging & Empowering Others
Self Esteem Notes

Leadership Goals: Youth will gain self-esteem in their personal, organizational, and community leadership skills.

Learner Objectives:
Youth will:
• Affirm each other by writing positive messages.
• Discuss how affirmations are important to engaging and empowering others.

Lesson Plan:
1. Give each youth several labels or post-it notes. Ask each young person to write one positive message about the person’s personal, organizational, and/or community leadership skills on a label for each other person in the room. For example, a young person might write, “I think you’re a great listener,” or “You are very creative during our planning projects.”

2. Ask youth to place their label or post-it note on the back of each person. After everyone has their labels or post-it notes provide youth with time to read their messages silently.

Reflection Questions:
• What are some of the messages you got today that really gave you a boost?
• How did it feel to take time to affirm other people?
• What was it like writing positive messages to others, knowing that others were writing positive messages about you?
• How important is it to affirm other people?
• How is affirmation a component of empowering and engaging others?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from Building Assets Together by Jolene Roehlkepartain.
Leadership Goals: Youth will gain a better understanding of the definition of diversity and increase their cultural understanding to enhance their leadership abilities.

Learner Objectives:
Youth will:
- Define diversity and explain its importance.
- Explain the significance of appreciating differences among people and how diversity affects and shapes their relationships.

Lesson Plan:

1. Ask youth to write down on a note card their definition of diversity. Questions to consider are:
   - What is the definition of diversity?
   - What does it mean to be diverse?
   - What are the components of diversity?
   - How is diversity controversial or not?
   - How would you explain diversity to a friend?

   Ask youth to orally share their definitions of diversity. Then inform the youth that the dictionary definition is “being different” and that for this activity the definition will include all the ways in which people are different (including, but not limited to skin color, physical appearance, gender, abilities, age, sexual orientation, etc.)

2. Divide youth into groups of four and provide them with large poster-sized poster. Ask youth to work together to create a diversity banner that further describes the definition of diversity. Each group should have a different diversity title on their banner (i.e. what diversity means to me, human differences, impact of diversity, etc.) Youth can write words, draw pictures, or include symbols that represent their thoughts. After 2-3 minutes ask group members to move to the next banner and contribute their “graffiti” to that banner. Continue to each group has visited each banner. Groups should present banners and facilitate discussion about major themes and core concepts on each.

3. Read the following passage: “The United States is home to people of many different genders, races, ethnicities, age, religions, sexual orientations, and abilities. Historically, diversity has divided people because differences were often perceived as limitations or deficiencies and led to discrimination and unequal opportunities. Diversity does not have to lead to division. Education is the key to uniting people by breaking down those divisions. The more we learn about and begin to appreciate other cultures and people who are different than us, the more opportunities we create for achieving unity. Unity does not mean that everyone must be the same; rather that everyone has a respect for and understanding of people as unique individuals. Understanding leads to trust, which is an essential ingredient for the acceptance of others. The key to understanding diversity is not acting as if differences do not exist, but rather learning about the differences in people and appreciating them.” (Ashton & Shumacher, 2006)
4. Facilitate a conversation about the previous passage. Explore why when one claims they are “color blind” or states that they “don’t see differences” it may do more to create divisions than to support unity.

5. Next, ask each youth to select a lemon from the bag. Tell students they will have one minute to create an imaginative story about their lemon buddy. Be sure they include the unique parts of the lemon (i.e. bumps, spots, etc.). Next, have youth share their buddy with the group and share their lemon buddy story created. Remember, the story should include identifying marks on the lemon (i.e. it has a bump on its head because it was dropped on the way to the farmer’s market). Once everyone has had the opportunity to share, have youth place their lemon back in the bag.
   - Ask youth if there is any difference in the way they handle their lemon now, then when they first pulled it out of the bag.
   - Ask youth if they would agree with the statement “All lemons are the same.”
   - Ask youth if they could pull out their lemon from the bag now. Invite them to try. How did they locate their lemon buddy?
   - What can lemon buddies tell us about the importance of diversity and appreciating differences?
   - What consequences are present for grouping everyone in a similar category based purely on first impression or with limited information?

6. Provide each youth with two DIVERSITY bookmarks. Discuss the phrase on the bookmark and how one might explain the concept to others. Then, encourage youth to keep one bookmark for themselves and give the other to a friend not present with the intention of describing the impact of accepting differences with that individual.

Reflection Questions:
- Why is recognizing and appreciating people’s similarities and differences important?
- What about your notion of diversity has changed?
- How can an individual learn more about people’s cultural differences? What might be the impact of that learning?

Different individuals valuing each other regardless of skin intellect talent ears.
**Leadership Goals:** Youth will learn more about the aspects of cultural diversity and identify personal cultural traits. Youth leaders that recognize and accept their own culture can better appreciate others’ similarities and differences thereby increasing their leadership capacities for working with diverse individuals and audiences.

**Learner Objectives:**

Youth will:

- Define culture and list many facets of cultures.
- Better understand facets of culture, very visible and not so evident.
- Investigate and indentify valued aspects of their personal cultures.

**Lesson Plan:**

1. **Lead youth in brainstorming the definition and facets of culture.** As different behaviors, values, beliefs, and languages are identified stress that a person can belong to more than one culture. Also relay that facets that make up a person’s culture can be unique to a generation, or they can be passed from one generation to the next.

2. **Provide each youth with a Culture is an Iceberg worksheet.** Discuss the following concepts related to the worksheet:

   *The Iceberg metaphor for culture shows a cruise ship sailing close to the iceberg for a look at this foreign territory. Part of the iceberg is immediately visible; part of it emerges and submerges with the tides, and its foundations go deep beneath the surface. How much of an iceberg is above the water? How much is underwater? Make the point that only about one-eighth of an iceberg is visible above the water. The rest is below. Culture is very similar to an iceberg. It has some aspects that are visible and many others that can only be suspected, guessed, or learned as understanding of the culture grows. Like an iceberg, the visible part of culture is only a small part of a much larger whole.*

   **Above water line:**
   Aspects of culture that are explicit, visible, taught. This includes written explanations, as well as those thousands of skills and information conveyed through formal lessons, such as manners or computing long division or baking bread. Also above water are the tangible aspects: from the "cultural markers" tourists seek out such as French bread or Guatemalan weaving, to the conformity in how people dress, the way they pronounce the letter "R", how they season their food, the way they expect and office to be furnished.

   **At the water line:**
   The transition zone is where the cultural observer has to be more alert: "now you see it now you don't", the area where implicit understandings become talked about, explained--mystical experiences are codified into a creed; the area where official explanations and teachings become irrational, contradictory, inexplicable--where theology becomes faith.
**Below the water line:**
"Hidden" culture: the habits, assumptions, understandings, values, judgments ... that we know but do not or cannot articulate. Usually these aspects are not taught directly. Think about mealtime, for example, and the order you eat foods at dinner: Do you end with dessert? With a pickle? With tea? Nuts and cheese? Just have one course with no concluding dish? Or, in these modern times, do you dispense with a sit-down meal altogether? Or consider how you know if someone is treating you in a friendly manner: do they shake hands? keep a respectful distance with downcast eyes? leap up and hug you? address you by your full name? These sorts of daily rules are learned by osmosis -- you may know what tastes "right" or when you're treated "right", but because these judgments are under-the-waterline, it usually doesn't occur to you to question or explain those feelings.

3. Provide each youth with a Cultural Treasure Chest. [Paper treasure chests can be purchased or constructed from a used shoe box]. Instruct youth to collect items, draw symbols, cut out images out of magazines, or write phrases that represent facets of their valued cultural history and place them in their cultural treasure chest. After treasure chests are compiled, encourage youth to share one or more items from their treasure chest with a partner or with the group.

Reflection Questions:
- What facets of culture are important to you?
- Can an individual know all about a person’s culture just by looking at them?
- Why is it important to get to know your culture and the culture of others?

Culture is an Iceberg

Styles of dress
Ways of greeting people
Believes about hospitality
Importance of time
Paintings
Values
Literature
Beliefs about child rising
Attitudes about personal space
Nature of friendship
Ideas about clothing
Foods
Greetings
Facial expressions and hand gestures
Work Ethic
Concept of Self

Religious beliefs
Religious rituals
Concept of beauty
Rules of polite behavior
Attitude toward age
Role of family
General worldview
Beliefs about the responsibilities of teens
Gestures to show you understand what has been told of you
Holiday customs
Music
Dancing
Celebrations
Concepts of fairness
Leadership Goals: Youth will gain a better understanding of the definition of stereotypes and prejudices as they relate to diversity and increase their cultural understanding to enhance their leadership abilities.

Learner Objectives:

Youth will:
- Define stereotypes and prejudice and identify reasons that each exist.
- Strengthen awareness of stereotyping in their schools, organizations, and communities.

Lesson Plan:

1. Provide youth with the definitions of stereotype and prejudice. Then
   - What does it mean to stereotype someone or have a prejudice of someone?
   - Have you ever been prejudiced against or have you ever stereotyped someone else?
   - What is an example of a good stereotype?
   - What is an example of a bad stereotype?

2. Explain that often, because of the labels that others put on us, they limit our participation in a group. Pin or tape a label on each youth so that he or she doesn't know what it says. Ask group members to walk around and talk with as many others as possible, responding how the labels instruct them to behave. After 5-10 minutes stop and discuss the following reflective questions:
   - How do you feel? How did you feel?
   - What stereotypes and prejudices existed in your interactions?
   - What does this activity tell you about stereotyping people?
   - What happened to you, the person, when others responded to just the label?

Reflection Questions:
- Why do stereotypes and prejudices exist? How are they formed? Are individuals born with prejudiced ideas?
- Why is it important for leaders to be aware of their own biases, stereotypes and prejudices?
- What can leaders do to encourage others to accept differences and appreciate diversity?
- What can one do to address stereotypes and prejudices in their school, organization, or community?

Lesson adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator,

Youth Engaged in Learning about Leadership Curriculum 76
<table>
<thead>
<tr>
<th>Comedian</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laugh at my idea.</td>
<td>Seek my advice.</td>
</tr>
<tr>
<td>Important</td>
<td>Stupid</td>
</tr>
<tr>
<td>Defer to me.</td>
<td>Treat me like I am a dummy.</td>
</tr>
<tr>
<td>Loner</td>
<td>Outsider</td>
</tr>
<tr>
<td>Ignore my ideas.</td>
<td>Treat me with distrust.</td>
</tr>
<tr>
<td>Helpless</td>
<td>Loser</td>
</tr>
<tr>
<td>Give me support.</td>
<td>Pity me.</td>
</tr>
<tr>
<td>Stutterer</td>
<td>Overemotional</td>
</tr>
<tr>
<td>What I say doesn’t make sense.</td>
<td>Comfort me.</td>
</tr>
<tr>
<td>Listen to me and get me to talk.</td>
<td>Tell me I’m okay.</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Ask me about myself.</td>
<td>Yell at me.</td>
</tr>
<tr>
<td>Put me down.</td>
<td>Ignore me.</td>
</tr>
<tr>
<td>Tell me I’m not okay.</td>
<td>Talk at me when I’m listening.</td>
</tr>
<tr>
<td>Walk away in the middle of my talking.</td>
<td>Don’t let me say anything – you talk.</td>
</tr>
<tr>
<td>Back away as you talk.</td>
<td>Speak softly to me.</td>
</tr>
<tr>
<td>Look into my eyes as I talk.</td>
<td>Help me.</td>
</tr>
<tr>
<td>Pity me.</td>
<td>Support me.</td>
</tr>
<tr>
<td>Reinforce me.</td>
<td>Stay away from.</td>
</tr>
</tbody>
</table>
Leadership Goals: Youth will evaluate their diversity experiences in order to deepen their own reflection on inter-group relations and personal leadership development.

Learner Objectives:

Youth will:
- Explore institutional and cultural power in a very personal way.
- Deepen their understanding of how differential treatment flows from society’s ranking of social identities.

Lesson Plan:
1. Announce that youth will now be part of an activity called “race to the wall”. The purpose of which is to get to the wall first. Ask youth to form a straight line in the center of the room while holding hands. Tell the youth to follow your instructions to take steps forward or backwards as appropriate, keeping in mind your specific family history or that of the role you have been assigned. All steps should be “the size of your shoe”. Continue to hold hands until you can no longer.
   - If you have homework with the support of your family, step forward.
   - If you have not been “invited” to join a high school club as a youth, step back.
   - If it is difficult for you to find transportation to out of school activities, step back.
   - If your neighbors know one another and talk to each other, step forward
   - If you are from a family that is 2nd or 3rd generation in the U. S., step forward
   - If you never lived in an apartment, step forward
   - If your family does not understand the need for after school activities, step back
   - If members of your family have the available time to spend with you on out of school activities, step forward (i.e. Attend your events, parent-teacher conferences, etc)
   - If I attend an after school event, I would be around youth who looked like and/or dressed like me, step forward.
   - If I am in TAG or honors classes, step forward
   - If you have grown up in a two-parent household, step forward
   - If you have grown up in a one-parent household, step back
   - If you think that high school curriculum reflects your culture, race and economic background, step forward
   - If your family cannot afford, club dues, activity fees, and other program costs, step back
   - If your family is prompt and on time for work, school events, step forward
   - If your high school has athletic coaches who are your same race/socio-economic group, step forward.
   - If “achievement” is the main priority for you and your family, step forward
   - If “relationships” are the main priority for you and your family, step back
   - Now, look around and see where you are in relationship to the others. Who’s in front? Who’s in the back?

2. RACE to the WALL!!

3. Facilitate a reflection discussion stressing the following:
**No Choice**- None of the statements are about your choice or your decision. Each was dependent on parents, other people, or social circumstances.

**Doesn’t Matter**- None of the statement, nor your position at the end of the exercise, has anything to do with how hard you worked, how smart you are, how well intentioned or determined you are.

**Impact over Generations**- Many of the statements relate the multi-generational impact of oppression and privilege. While there is no denying that substantial social change has occurred, it is still true that, at least some of the effects of oppression from one generation do impact subsequent generations.

**Cumulative Effect**- The statements in the exercise (and the life experiences they represent) have a cumulative affect. People of color do not have just one opportunity denied.

**Twice As Good**- In the exercise, no matter how fast or how hard folks near the back run, they will not beat the front folks to the wall. Relate to the reality in the comments: “People of color have to be twice as qualified as whites,” or “Women have to work twice as hard as men.”

**Not a Level Playing Field**- The “playing field” is not level. Race, class, gender, etc., continue to have significant influence on people’s access to the opportunities of this society.

**Continuous Need**- There is a need for programs like affirmative action.

**Reflections Questions:**
- How did it feel to be in your position?
- How did it feel to have to let go of the hand of the person next to you?
- What did you notice about your reactions as the exercise progressed?
- What did you think and feel when you looked around at the end?
- Was there anything that surprised you about people’s positions, including your own?
- How many “cheated” or adjusted their step size (took larger steps backward than forward?) or did not take a step when they could have? Why? What feelings or thoughts prompted you to do that?
- What was your first reaction to my instruction: “Race to the wall?”
- What emotional responses these common, might logically evoke, repeated and expected experiences? By both the target and privilege groups?
- What does the exercise show us?

Lesson adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator, Buffalo County, WI; December 2007 from UW-Extension’s Multicultural Understanding Work Team.
Managing Others

Do It, Do It Delegation

Leadership Goals: Youth will gain understanding of the importance of delegation in leadership. Delegation is key to running a successful organization because both a leader and the group benefit from delegation. Recognize delegation as a valuable management skill.

Learner Objectives:

Youth will:
- Discuss the positive and negative aspects related to delegating.
- Practice delegating skills in leadership situations.

Lesson Plan:

1. Engage young people in a reflective discussion about the following concepts:
   - **What and when to delegate:**
     - Matters that keep repeating themselves
     - Minor decisions made frequently
     - Details that take up large chunks of time
     - When you feel someone else has particular qualifications which would suit the task
     - When someone expresses interest in the task
   - **What and when NOT to delegate:**
     - Situations in which you have to change someone’s behavior
     - A decision that involves someone else’s morale
     - Controversial issues
     - An issue involving trust or confidence
     - Something that you yourself would not be willing to do (menial work)
   - **Methods for Delegating:**
     - Ask for volunteers
     - Suggest someone you feel would be good at the task
     - Assign the task to someone
     - Spread the good tasks around
   - **What you do after you delegate:**
     - Do not forget to follow up. Check progress toward the accomplishment of tasks.
     - Do not constantly monitor them; it is important to provide some sense of trust and freedom.
     - Check to see if anything is needed for the individual to complete the assignment.
     - Remember to praise your member for a job well done.
2. Provide young people with a real life circumstance in which an effective leader would use delegation. Have youth work together in small groups to decide how they might delegate all the tasks of the circumstance if it were to take place the next week. After the delegation decisions are made, ask young people to rate their groups’ ability to effectively delegate work and the expected outcome of the fictional event. Ask youth to provide reasoning for their ratings.

Reflection Questions:
- What are some of the advantages to delegating? What are some of the disadvantages?
- Have you ever been in a situation in which you had to delegate?
- Do you find that the same people in your group often complete most of the work? How can delegation be used to remedy this challenge?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from Unlocking Your Leadership Potential by
Managing Others

Arctic Mission

**Leadership Goals:** Youth will gain skills in group decision making skills that will better enable them to facilitate discussion with, fairly delegate work to, and their peers and adults within an organization.

**Learner Objectives:**

Youth will:
- Develop group decision making skills.
- Learn four different processes to make group decisions.
- Recognize the strengths and weaknesses they bring to the group.
- Gain an understanding of the personal perceptions and assumptions brought to a group.

**Lesson Plan:**

1. Instruct the group with the following directions. Once the time limit set is up, the group has come to decision, or there is visible frustration among many group members, debrief with the questions below. Following the debriefing, discuss the four different processes that can be used in group decision making. After describing these processes ask the questions following that information.

2. You are a group of explorers on an arctic mission. En route to your destination, your plane crashes. You all escape, unharmed, however it is 100 miles to safety. The following 15 items have survived the crash-you must choose 5 to bring with you on the journey to safety. Your decision must be unanimous among your group.

   o Flashlight (with batteries)
   o Sunglasses for everyone
   o A rubber raft
   o 4 wool blankets
   o A book of matches
   o A transistor radio
   o A metal coffee pot
   o A box of cereal
   o A rifle
   o 6 chocolate bars
   o A hatchet
   o A map of the area
   o A pair of skis
   o 3 pair of boots
   o A compass

**Reflection Questions:**
What assumptions were made?
What knowledge, strengths, or weaknesses were brought to the group?
Did anyone go unheard? Why?
How did the process work? Was their a specific type of leadership or person who took leadership?
As a leader how can you facilitate or help a group to come to decisions when there are many different opinions?

**Group decision making can take place through four specific ways:**

**Autocratic** or Decision by Authority. This is when one person decides as in a dictatorship. Autocratic decisions are idea if one person in the group has the skill or expertise to make the decision and to implement the solution or if the decision is routine. This is often preferred during emergency situations when there is built-in motivation, when the group is unwilling or unable to make a decision, or when there is little time to make a decision. With autocratic decisions, the leader needs to take the command and lead and be prepared to deal with the reactions from the members of the group.

**Committee** or Minority Control. These decisions are made by small groups, such as committees or executive boards. Committee decisions can save time; they are ideal when the whole group cannot meet, if only a few members have an interest or information about the issue, or for simple and routine decisions. However, when important decisions are consistently made by a select group of individuals (such as an executive board), other members of the group can feel left out and become disinterested in group activities and business.

**Democratic (Voting)** or Majority Control. This is probably the easiest and most common form of decision making within large groups. It is probably the fairest form of decision making. Sometimes it can be hard on a group, as there is a winner and a loser. This process eliminates the finding of a compromise solution and can cause ill feelings within the group.

**Democratic (Consensus)** or Consensus. Making decisions by group consensus is time consuming but effective. These decisions are often the best because all members’ ideas are considered. A strong group commitment is needed for this form of decision making to be successful, but group stability is preserved because everyone “wins”.

(Adapted from university of Florida Cooperative Extension, Unlock Your Leadership Potential, Making Decisions, Activity 7)

**Reflection Questions:**
- What process did we use in this activity to come to a decision?
- What process do you see most often used to come to a decision?
- What process do you feel is most effective? Why?
- What are some benefits and weaknesses to each process in your decision making experiences, or groups in which you help to make decisions?
- How would you choose which process to use in a decision making instance?
Managing Others

Making the Most of Meetings

Leadership Goals: Youth will become practiced in planning and carrying out effective and efficient meetings with diverse participants.

Learner Objectives:

Youth will:
- Gain skills to plan effective and efficient meetings.
- Develop an understanding of steps to take to hold productive meetings.
- Work effectively with challenges created by meeting participants.

Lesson Plan:

1. Ask the group if they have attended meetings? What things have worked well at those meetings? What things have not worked well?

2. Discuss that there are 6 steps to holding an effective meeting and name them (in bold). Hang the topics (on large laminated sheets of paper) around the room as you mention them. Pass out slips of paper (laminated with large print) with the specifics of each area to members of the group. Ask them to find the topic that it fits under and stand near that topic. After each participant has found their topic ask them to share their specific and ask the group if it seems to fit with the topic. Once all specifics have been shared, participants should tape their slip of paper under the topic.

Set ground rules and by-laws
- Develop an operating procedure and stick with it!
- Make sure all members, especially new ones, are aware and understand
- Do a quick review at meetings so everyone is on the same page

Know the roles of the individuals involved
- The meeting leader/president/chair is responsible for:
  - Making space arrangements-accommodating everyone’s needs
  - Setting the agenda-each with a clear purpose
  - Communicating with other group leaders and participants

Setting the agenda
- Have a clear purpose for each item-use action words (decide, review, etc)
- Set time limits if necessary
- Order items from most significant to least
Keeping things on time
- Assign a time keeper/watcher to keep things moving and alert the group when nearing the end of the meeting time
- If need to go over the time limit set, ask everyone in the group if that is ok

Manage the group
- Involve all members of the group
- Work with difficult individual behaviors
- Thank everyone for their participation and ideas

Follow up
- Ask how people feel the meeting went (formally or informally)
- Check in with people who have taken on a responsibility
- Create the next agenda (often based on the previous agenda and notes from the previous meeting)

3. Divide the group into smaller groups of 5. Tell the groups they will be performing a specific behavior in a meeting and will be asked to share their experiences with the group.

4. Each group member should get a slip of paper with a description of a specific behavior to portray.

Theodore/Theona Thinker
- Discuss all possible options before making a decision in order to make the best decision
- Issue focused with a clear purpose
- Want to have reasons/answers for all the actions to be taken

Olivia/Oliver Organizer
- On time and ready to get started
- Follow the plan/agenda/outline
- Cover all the details, jobs are assigned, responsibilities are given out, everything is organized

Ethan/Elizabeth Expresser
- Wants to be sure everyone is participating, checks in with people to see how they’re doing
- Social
- Shares values in decision making choices

Amber/Andrew Actor
- Moves quickly through topics and thoughts
- Joking, animated
- Gets to a decision and wants to take action/begin

Inga/Ian In Charge
- Facilitate the meeting
Manage behaviors/personalities involved
Accomplish on agenda item

**Agenda**

Reports

Old Business
- Community service
  - Decide on date: proposed May 14th, May 23rd, June 6th
  - Decide on event: proposed park cleanup, planting flowers at the library, going on walks with senior citizens

New Business
- Proposals for summer event
  - Presentation by committee of options
  - Decision on which option and when

Adjourn

5. Ask the participants what their biggest challenges were, what worked well, and what strategies they can think of to work with individuals in a group setting.

**Reflection Questions:**
- In what ways can you help make a meeting successful? Unsuccessful?
- How will you help run an efficient and effective meeting in the future?

Developed by Laura Pettersen, UW-Extension 4-H Youth Development Educator; Monroe County, WI; February 2007
Managing Others

The Art of Facilitation

Leadership Goals: Youth will become aware between facilitation and leadership and the appropriate instances in which to use them.

Learner Objectives:

Youth will:
- Compare and contrast the concepts of leaders and facilitators.
- Apply basic principles and practices in facilitation.

Lesson Plan:

1. Share with youth that you will discuss the Art of Facilitation today. Ask youth to brainstorm ways that someone leads or facilitates a meeting or discussion. Next, provide young people with The Art of Facilitation and the Basic Principles of Facilitation. Now encourage youth to add to their brainstorming list of tasks and responsibilities of a leader and a facilitator.

2. Some Basic Principles of Facilitation are:
   - The facilitator leads (guides) discussion but does not dominate.
   - The facilitator is knowledgeable enough about a topic to be able to provide guiding questions.
   - The facilitator is not an answer provider, but rather a ‘tour guide’ who brings the group to find the answer themselves.
   - The facilitator promotes the concept of ‘safe space.’ Opinions particularly based on more ‘sensitive’ or controversial topics could vary. It is important to remember that opinions are not ‘right’ or ‘wrong.’ The facilitator may find that s/he needs to assist group participants in discovering and sharing their opinions.
   - It is vital that you have some ‘probing questions’ ready in the case the group is shy to speak. Asking the group questions may get their thoughts going and spark conversation.

3. Propose the notion that a discussion leader and a facilitator are not the same. Ask youth to reconsider their list and place an “L” next to methods of leaders and an “F” next to ways of facilitators. Then aid young people in comparing and contrasting the differences, similarities, advantages and disadvantages of leading versus facilitating.

4. Next, provide each youth with the Facilitating Group Discussions with Your Peers and Facilitating Do’s & Don’t Handouts. Create groups of 4-5 and ask them to review the handouts in preparation for their next task.

5. Give each group a discussion topic. As a group the members should select a discussion facilitator, decide which facilitation method they will use, and begin a mock conversation.
on the topic. After three minutes, provide each group with a new topic and ask them to rotate discussion facilitators. Suggested discussion topics:

- Most exciting plans for the upcoming week
- Newest music/DVD/video game recently listened/watched
- Worst homework assignment ever
- Best idea for a Saturday activity with friends
- Most interesting places to travel
- Scariest looking food ever tasted
- Plans for “when you grow up”
- Most exhilarating, dream date

Reflection Questions:

- How is facilitating different from leading? Which is more challenging? Why?
- In what situations might you find facilitation most effective?
- How can facilitation improve your skills as a leader?

Developed by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; September 2006
The Art of Facilitation

Facilitation is truly an art. It encourages those involved in the process to become experts in the conversation while the lead facilitator guides the discussion.

In order to be a good facilitator, one requires an in-depth understanding of the discussion itself. Here are some key points to consider before you embark on your first discussion as a facilitator.

Guidelines – A facilitator must take into account the guidelines or rules of discussion that are established by the group members with whom you are facilitating a discussion. If your group is meeting for the first time or has no guidelines in place, take time to establish some at your first discussion.

Observation – The facilitator becomes a conversation guide. By observing and reflecting on what other group members say while facilitating a discussion, the facilitator can support the group and notice what contributions she or he may need to make to assist participants in arriving at key discussion points.

Flexibility – Facilitators must be ready for different modes of discussion participation as well as ups and downs in the discussion. Depending on the group, some may follow the discussion topics in order, others may jump around. Some group members may go around and around on one topic while others may sit back and relax, but then all of a sudden become incredibly engaged. When facilitators are flexible, they can best guide discussion.

Imagination – Facilitators encourage participants to use their imagination and to brainstorm. However, facilitators also must keep the conversation on track when ideas become too crazy or when time is of the essence.

Patience – One of the most frustrating parts of facilitating a conversation, particularly when you are knowledgeable or excited about a topic, is that you have to be patient and understand that it may take others longer to arrive at a conclusion. Facilitators cannot lose their cool or make quick judgments. They need to be patient and respect every group member.

Balance – An effective facilitator balances eliciting quality dialogue that might ‘challenge’ people or ideas and supporting and respecting group members’ contributions and ideas.

Affirmation – Good facilitators appreciate group members’ input and recognize the ideas of all participants. When participants let their barriers down and become themselves, this is an important step towards a quality discussion. This can only happen if group members feel ‘safe’ to share their thoughts and ideas with you, the facilitator, and with other group members.

Silence – Often, one of the hardest things for a facilitator is to withstand silence. However, it is not your job to fill ‘dead air.’ Silence is not always to be interpreted as bad. Good facilitators make sure that all that all group members are involved without making them feel uncomfortable. Those who are frequently silent should be asked what their opinion is, while maintaining respect for their silence.

Challenge – Facilitation, very literally, means ‘making things easier;’ however, facilitators must challenge their group members to think differently and explore other discussion topics. This is not confrontational, but rather it provides alternatives for group members to think about and participate in a quality conversation.

Connections – As the facilitator you should help group members ‘connect’ with others’ responses and make connections with larger themes of the discussion. When ‘connections’ occur, better understanding and in-depth meaning begins to emerge. On particularly difficult topics, arriving at a ‘connection’ may take longer for some members. Facilitators need to observe group members in order to recognize when participants begin to ‘get it.’ Encourage those members to “restate their understanding in a different’ way in order to assist those members who are still waiting for a ‘connection.’

Adapted from University of Illinois at Urbana-Champaign and Like Minded People, a corporate training firm based out of Indianapolis
Facilitating Group Discussions With Your Peers

As a facilitator you will need to guide group discussions. Leading such discussion is not often an easy task, especially in conversations with your peers in which members have many different opinions, perspectives, knowledge and points of views.

There are many methods and strategies to elicit good discussion. Try one or more of these group discussion styles to spark conversation:

<table>
<thead>
<tr>
<th>Group Discussion Method</th>
<th>What To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>JIGSAW</td>
<td>Work in small groups or by committees and ask each group to discuss the same topic. Then, have all the groups report to the large group to facilitate discussion.</td>
</tr>
<tr>
<td>Roll Call, All Call</td>
<td>Call on each member of the group for an idea. If the person isn’t ready to share, he or she can pass once.</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>Have members shout out ideas or comments and post all of them on a chalkboard or large sheet of paper. Do not discuss or evaluate any of the comments until all ‘brainstorming’ is complete.</td>
</tr>
<tr>
<td>Knee to Knee, Eyeball to Eyeball</td>
<td>Ask members to find a partner and sit across from each other so that they are sitting ‘knee to knee, eyeball to eyeball.” Then, hold a discussion with that one person, first. Many people need time to think about ideas privately or with one other person before they feel comfortable talking in front of a large group.</td>
</tr>
<tr>
<td>Response Challenge</td>
<td>Tell the large group that you are challenging them to come up with at least 10, 15, or 20 ideas or responses. Then, do not recognize anyone to speak until at least that many people have indicated they have a response.</td>
</tr>
<tr>
<td>Show of Hands or Quick Survey</td>
<td>Ask a question of the whole group to get the conversation rolling. Have members give a show of hands or respond to a quick survey as response to the question.</td>
</tr>
</tbody>
</table>
Here are some quick do's and don’ts for facilitating group discussions:

**DO:**
- Listen to understand all group members.
- Give all members an opportunity to speak.
- Keep the discussion on the agenda item.
- Limit responses to short statements, rather than let members give long speeches.
- Ask those who are shy to join the discussion.
- Make sure everyone understands what is being said.
- If members ask you questions, ask them back to the entire group.
- Restate the question when discussion goes off on tangents.
- Summarize the conclusions of the discussion.
- Allow plenty of time for members to think and formulate responses.
- Maintain an environment for discussion in which everyone feels safe to speak.

**DON'T:**
- Allow any one person to monopolize the discussion.
- Act as if you, the discussion leader, have all the answers.
- Get nervous when there is silence for a short time. Some people need up to 60 seconds to formulate a response to a question.
- Answer a question before the group has a chance to discuss it.
- Continue the discussion if the topic strays from its original purpose.
- Tolerate negative statements, conflicts, or put downs.
- Pretend to agree with someone's statement or opinion when you do not.
Teambuilding

First Impressions

**Leadership Goals:** Youth will work in their leadership position to build relationships and trust among participants in order to create strong teams/groups.

**Learner Objectives:**

Youth will:
- Get to know other members of the group/team.
- Gain understanding of the importance of first impressions as well as looking beyond first impressions.

**Lesson Plan:**

1. As the group comes together divide them into groups of 3-7. Follow the instructions for each activity and follow up with reflection questions to assist the group in understanding the importance of getting to know other members of the group in order to function most effectively. *The following three activities can be done in conjunction or separately.*

2. Hand index cards to each youth. Divide the large groups into small groups of between 3 and 7. Instruct the groups that they will be asked 3-5 questions and are to answer these questions based on their first impression of the others in their group. They will need to write an answer to the question for each person in their group. These answers should remain concealed until all questions are asked and then the groups will have an opportunity to share their answers. Ask 3-5 questions. Examples include:
   - What pet does this person have?
   - What musical instrument does this person play?
   - What is this person’s favorite food?
   - Does this person prefer to watch TV, listen to music, play video games, or talk with friends?

3. After all participants have had an opportunity to record their answers for each member of their group, go through the questions and ask participants to share their answers for each member of the group. Each member of the group should then share the accurate answer to the questions.

**Reflection Questions:**

- What did you learn about the other people in your group?
- How did your answers compare to your group members’ answers?
- How do first impressions impact our opportunity to connect with others?

Developed by Laura Pettersen, UW-Extension 4-H Youth Development Educator; Monroe County, WI; February 2008
Leadership Goals: Youth will work in their leadership position to build relationships and trust among participants in order to create strong teams/groups.

Learner Objectives:

Youth will:
- Get to know other members of the group/team.
- Gain understanding of the commonalities and uniquenesses of the members of a group/team.

Lesson Plan:

1. Divide the large groups into small groups of between 3 and 7.

2. Instruct the groups that they are to come up with one thing the entire group has in common which CANNOT be something obvious like we are all breathing, or all wearing shoes, but something more in depth.

3. Upon completion of this task, the groups should share their answers.

4. Instruct the groups that they are to come up with one unique thing to each member of the group (no more than one person can have experienced this, done this, be a part of this, etc.)

5. Again, the groups should share their answers.

Reflection Questions:
- Was this an easy task or difficult?
- Why is it important to understand commonalities as well as uniquenesses?
- How do commonalities and uniquenesses impact a group's ability to work together?

Developed by Laura Pettersen, UW-Extension 4-H Youth Development Educator; Monroe County, WI; February 2008
Teambuilding

Two Truths and a Tale

Leadership Goals: Youth will work in their leadership position to build relationships and trust among participants in order to create strong teams/groups.

Learner Objectives:

Youth will:
- Get to know other members of the group/team.
- Gain an understanding for the individuality of members of the group.

Lesson Plan:

1. Divide the large groups into small groups of between 3 and 7.

2. Instruct individuals that they are to come up with three things about themselves that they will tell the other members of their group, two true, and one false. (example: I traveled to Canada, I have two sisters, I don’t like chocolate)

3. Other members of the group will be asked to guess which one of the “stories” is false.

4. Following each group members’ guess, the teller should disclose which item is false, a tale.

5. Members within the group take turns telling their truths and tales.

Reflection Questions:
- How did you determine which items were true and which item was false?
- In what way do our assumptions impact our perceptions of others?
- How do individuals experiences impact a group?

Developed by Laura Pettersen, UW-Extension 4-H Youth Development Educator; Monroe County, WI; February 2008
Leadership Goals: Youth will strengthen their knowledge of programming planning and evaluation methods and develop skills to use those methods effectively.

Learner Objectives:

Youth will:
- Identify opportunities for youth involvement in their communities or organizations.
- Create a common vision for and pride in their community or organizations.

Lesson Plan:

1. Provide each young person with an actual enlarged map of your community or organizational space. Ask:
   - What do you notice?
   - What are the natural features?
   - What are the main lines?
   - Where are the natural resources?
   - Where are the boundaries?
   - What are the built-up areas and open spaces?

2. Next describe the key features to be mapped out.
   - **Boundaries** = A community’s edges or boundaries (natural or manmade)
   - **Sections** = Smaller communities within the larger community (like neighborhoods)
   - **Pathways** = Streets, roads, paths, etc.
   - **Landmarks** = Physical locations that make the community unique
   - **Sacred Places** = Places of worship or other special places
   - **Gathering Places** = Locations where people get together and interact as part of the community

3. Young people should work in groups of 3 or 4 to label key features on their map. The key features should be plotted out in identifying colors and symbols. Each feature should be named with one that the community uses frequently. The boundaries should be clear and can and should be different than actual boundaries provided by the physical map.

4. Each group should report back to the entire group. After all groups have presented their community maps, ask:
   - What about the maps caught your attention?
   - Where do you see similarities? Differences?
   - What did you learn about the community from mapping?
- What are the strengths of the community especially where youth are concerned?
- As we move towards planning our program how will be able to use this information?

Reflection Questions:
- What types of activities are most available for youth in your community?
- Were you surprised by what you found? Are there gaps?
- Overall, by what you see offered to youth, how much do you think the community values youth?
- Which community organizations or agencies seem to value youth most? Which don't value youth much at all? Why do you think this is so?
- How can this research help you in your organization's or community's program planning?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; November 2007 from Building Community Tool Kit by the Innovation Center.
Program Planning and Evaluation

Brainstormers

Leadership Goals: Youth will strengthen their knowledge of programming planning and evaluation methods and develop skills to use those methods effectively.

Learner Objectives:

Youth will:
• Gain an understanding of brainstorming techniques.
• Develop skills to facilitate brainstorming sessions.

Lesson Plan:

1. Divide participants into small groups of 8-12. Post a large sheet of paper with the guidelines for brainstorming written out. Each group should designate/choose/assign a facilitator (given guidelines for facilitating), a recorder (given guidelines for recorders) and brainstormers. (This can be done by randomly passing out slips of paper with roles printed on them).

2. Each group will be given one topic to brainstorm (these can be connected to the group/program/activity or completely separate).

3. Instruct groups they will have about 10 minutes for their brainstorming session.

4. Following the brainstorming sessions ask each group to share their responses to the questions below:
   o What was difficult about being a facilitator/recorder/brainstormer?
   o How does the information collected in each group differ? How is it similar?
   o In what ways could your groups’ brainstorming efforts be improved?
   o What will you do differently or the same the next time you participate in brainstorming in any of these roles?

5. Congratulate the groups on their brainstorming. Bring the large group back together and discuss the reflection questions.

Guidelines for brainstorming:

• Ideas should not be evaluated or criticized during the brainstorming process
• Ideas should be given without regard to their quality
• Unusual and creative ideas are encouraged
• “hitchhiking” on other ideas is encouraged (combining and building on other’s ideas)
• Seek understanding of unclear ideas
Continue brainstorming until group runs “dry”

Facilitator tips for brainstorming:
- Do a lot of mirroring to keep things moving at a fast clip
- Do encourage people to take turns
- Do treat silly ideas the same as serious ideas
- Do say, “Let’s see if I’ve got it right so far” if a person is difficult to follow
- Do repeat the purpose of the brainstorming often
- Do give a warning that the end of the allotted time is approaching
- Do expect a second wind of creative ideas after the obvious ones are exhausted.
- Don’t interrupt
- Don’t respond to individual ideas (e.g. “That’s a great idea”, “We’ve already heard that”)
- Don’t use facial expressions to respond to ideas
- Don’t rush or pressure the group. Silence usually means that people are thinking

Recorder tips for brainstorming:
- Listen for suggestions and write only the specifics of the suggestion (e.g. said: “Let’s check in daily between now and the conference” write: check in daily till conference)
- Make logical connections from suggestions (e.g. said: “Our group has many people absent which seems to me to impact our enthusiasm” write: absence affects group enthusiasm)
- Summarize statements (e.g. when someone gives a long explanation or suggestions take main points and record them)
- Ask for clarification if you are unsure of what to write

Reflection Questions:
- When would you use brainstorming?
- How can brainstorming be inclusive when working with a group? Exclusive?
- What might be important to keep in mind if facilitating a brainstorming session?
- What might be important to keep in mind when participating in a brainstorming session as a brainstormer?

Adapted by Laura Pettersen, UW-Extension 4-H Youth Development Educator; Monroe County, WI; February 2007 from Facilitator’s Guide to Participatory Decision Making, chapter 8 (1996), Sam Kaner with Lenny Lind, Catherine Toldi, Sarah Fisk, and Duane Berger and Unlocking Your Leadership Potential by University of Florida Cooperative Extension.
Program Planning and Evaluation

Puzzled Resources

Leadership Goals: Youth will strengthen their knowledge of programming planning and evaluation methods and develop skills to use those methods effectively.

Learner Objectives:

Youth will:

- Develop skills to better communicate with other organizations while in leadership positions.
- Understand the importance of allocating resources when working with multiple organizations.

Lesson Plan:

1. Divide the group into three smaller groups and place each group in a location out of earshot of the other two.

2. Give each group a varied number of puzzle pieces (so that one group has more “resources” than another group), but the pieces are mixed in advance so each group has pieces from three different puzzles.

3. The goal is to complete all three puzzles. This is accomplished by holding “meetings” between the groups.

4. Meetings are held in a central location. This is the only place that communication can occur between the three groups. The meetings must occur in silence, however.

5. For each meeting, one representative from each group brings three pieces, no more, no less, there with them. They must leave each meeting with exactly three pieces.

6. Any player from any team can call out, “let’s have a meeting,” at any time, provided a meeting is not already in progress. A representative from each of the groups must attend the meeting immediately. Meetings must begin within 10 seconds of the call.

7. No representative of any group can attend two meetings in a row.

8. If any of the above meeting rules are not met, the meeting is immediately over and all representatives must return to their group with the same pieces they came with.

Reflection Questions:

- What aspects of this game did you find difficult? Why?
• What ways did you find to communicate during meetings?
• How did you work together in your groups to complete a puzzle? Other groups?
• What did you find yourself more concerned with, your group getting one puzzle together, or the overall initiative of all three puzzles being completed?
• How might you apply what you learned to communicating and working with other youth or organizations?
• What have you learned about allocating resources when in a leadership situation?

Developed by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; November 2007
Leadership Goals: Youth will strengthen their knowledge of programming planning and evaluation methods and develop skills to use those methods effectively.

Learner Objectives:

Youth will:

- Gain an understanding of the importance of seeing the larger task at hand and the individual tasks assigned in accomplishing a project/task.
- Experience barriers to communication and that those barriers can be overcome, but at the expense of efficiency and sometimes effectiveness.
- Develop an understanding that in different situations, leaders are expected to demonstrate different qualities including seeing the big picture.

Lesson Plan:

1. Instruct the group with the following directions. Once the time limit set is up, the group has completed the task, or there is visible frustration among many group members, debrief with the questions below.

2. Ask for a volunteer Handyperson, request someone who likes to be “hands-on” in accomplishing a task. The Handyperson should stand at the covered table facing it. Ask for a Task Master, someone who likes to be in charge of delegating and giving directions for a task. This person should stand a few feet behind the Handyperson with their back to the Handyperson. All other participants are Supporters of the task. They stand next to each other, facing the Task Master with a few feet between them and the Task Master.

3. Hand each Supporter the set of directions for the activity. Instruct the supporters that their role is to communicate to the Task Master, the directions for accomplishing the task. They are not to speak or make any sound; they may only gesture to communicate. They may move around only within the space of the line that they are in.

4. Instruct the Task Master to verbally give directions to the Handyperson. The Task Master must interpret the directions from the Supporters. The Task Master may not turn around or move closer to the Handyperson.

5. Instruct the Handyperson to follow the directions given by the Task Master. The Handyperson may not speak but only listen and follow directions. The Handyperson must face the table throughout the activity.

Participant Roles (per team):
1 – Handyperson – someone who likes to be active in accomplishing a task, a “doer”
1 – Task Master – someone who likes to be in charge, giving directions
4 to 8 – Supporters – those left who have not volunteered who will support the accomplishment of a task

Supplies (per team):
3 “buckets” – any sort of small container – should be different colors or sizes in order to differentiate one from the other
3 collections of similar small items – a good example is a pile of spaghetti noodles, a pile of macaroni noodles, and a pile of pasta shells. Another example: a pile of twigs, a pile of rocks and a pile of sand

6. This activity can be made more challenging by the objects you choose (similar colored boxes differentiated by size or shape, similar items (spaghetti and unsharpened pencils, macaroni and paper clips, sea shells and shell pasta). You can add extra items that will not be used. You can create more difficult tasks to do with the items.

Reflection Questions:
• Survey the task and comment on its accuracy and completeness.
  o Ask Handyperson – “Who was the leader of this team?”
  o Ask Task Master – “Who was the leader of this team?”
  o Ask the Supporters – “Who was the leader of this team?”
• Discuss the different qualities that the perceived leaders demonstrated.
• Ask each “role” to relate their expectations of their role and the actuality of their role. What about their expectations and the actuality of the others’ roles?
• Ask Task Master who they looked to for information.
• Ask each role what was most frustrating and what made them successful.
• Discuss the communication pattern. How did any “role” understand how to complete the task? How did any “role” understand whether the team was succeeding or not?
• How does this activity relate to group tasks you have worked on before?

Adapted by Amy Schanhofer and Laura Pettersen, UW-Extension; Monroe County November 2007 from Team Task.
Directions to Supporters
Using gestures and actions, communicate to the Task Master the following direction. Remember – no speaking or sounds.

1. Take 4 pieces of spaghetti and place them in the tallest green box.
2. Take a handful of macaroni and place it in the orange box.
3. Place all of the rubber bands in the smallest green box.
4. Take 4 large shells and place them in either blue box.
5. Lay out 4 pencils in the shape of a square on the table.

Task Completed!

Directions to Supporters
Using gestures and actions, communicate to the Task Master the following direction. Remember – no speaking or sounds.

The task is to draw a house on the flipchart in the following manner:

1. Draw a red square for the frame of the house.
2. Draw a brown triangle on top of the house for the roof.
3. Draw a blue door on the house.
4. Draw an orange sun above the house.
5. Use black to outline a cloud above the house.

Task Completed!
Leadership & Service Learning
The Community You Serve

Leadership Goals: Youth will meet the needs of the communities they live in while practicing effective leadership skills in service-learning initiatives.

Learner Objectives:
Youth will:
• Think critically about the make up of communities, a sense of community, and a variety of communities to serve.
• Select a service-learning event for which to create an action plan.

Lesson Plan:
1. Discuss with youth the definition of community. Then, discuss what sense of community is and how it is created. Ask youth to brainstorm a list of different types and scopes of communities.

2. Provide youth with The Community You Serve Handout. Ask youth to identify and explain the different communities suggested on the handout. How do these communities compare with the ones they brainstormed?

3. Next, discuss the concept of “service recipients” or the different types of people, locations, organizations, and groups that benefit from service-learning.

4. Finally, break youth into groups of 3-4 and provide them with large sheets of paper ask them to brainstorm community service events and projects for 3-4 different communities. Have youth select one realistic service event and begin an action plan to actually conduct the service in the upcoming weeks or months.

Reflection Questions:
• How has your notion of community changed?
• How many service projects did you identify? Was it easier or more challenging to consider different communities and service recipients in trying to brainstorm service events? Why?
• Why is thinking about the community you serve important when selecting service events to complete?

Developed by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2006
The Community You Serve

There are many communities a project can serve! A community is not just your neighborhood. A community can be your club, your school, your state, your county, or the world!

There are many people and things you can help in a certain community. These people and things are called service recipients.

- Individual people
- Food Pantries
- Members in your club
- Members in other clubs
- Students in your grade
- Students in other grades
- Animals & Animal Shelters
- Neighborhoods
- Hospitals
- Museums
- Environmental Groups & Locations
- Preschools
- Animal Shelters
- Multicultural Groups
- Parks
- Libraries
- Senior Centers / Nursing Homes
- Day Care Facilities
- Groups of People:
  - Babies
  - Senior Citizens
  - Homeless People
  - Poor People
Leadership & Service Learning
Penny Power

Leadership Goals: Youth will meet the needs of the communities they live in while practicing effective leadership skills in service-learning initiatives.

Learner Objectives:
Youth will:
- Experience what it's like to give and receive.
- Develop an understanding of the differences between community service, volunteering, and service-learning.

Lesson Plan:
1. Form groups of 4-5. Give each youth five pennies. Explain that when you say “go” you want people to hoard their pennies while trying to get more pennies from the other people in their group. After a few minutes, stop. Explain that you will repeat the same activity except that now people are trying to give away as many pennies as they can to others in their group without accepting any. Say “go” and watch what happens. Ask:
   - What was it like to try to take pennies from others? Give them away?
   - Which part of the activity raised more negative feelings in you? Why?
   - Which part of the activity raised more positive feelings in you? Why?
   - Is it important to give and to serve others? Why or why not?

2. Explain that service to others not only benefits others and makes you feel good, but can also help youth gain life skills that are important as a person develops and grows. Make the point that while completing service is usually always good, some forms of service can be more impactful for all involved.

3. Provide each young person with a copy of the Service Matrix and explain the differences and similarities in each type of service. Suggest that because service-learning has the most formal learning and the most value to the community that it is most effective in benefiting all involved in service over the other forms. Discuss the following components of service-learning:

   Community Need
   - The service learning project meets a genuine community need.
   - The collaboration includes multiple partners who benefit from the project.

   Youth Voice
   - Youth assume active leadership roles in choosing and planning the service project.
   - Youth plan and implement the reflection, evaluation, and celebration.
• Youth take on roles and tasks that are age appropriate.

Planning
• An understanding of service learning is developed.
• Project planning includes training, team building, and project orientation.

Integrated Learning
• The service learning project has clearly articulated knowledge, skill or value goals that arise from the curriculum.
• Skills learned in the community setting are integrated back into the curriculum.

Meaningful Service
• Both the youth and the community achieve significant benefits.
• Youth understand how they can impact their community as a result of the service learning project.

Reflection
• Opportunities for youth to reflect should occur before, during, and after the service learning project. The reflection should connect the service experience with the curriculum.
• Youth will employ critical thinking skills that will help them grow on a personal, social, and intellectual level.

Evaluation
• All partners, especially youth should measure progress toward the learning and the service goals throughout the project.

Celebration
• An opportunity for all partners to be recognized for their accomplishments should be included. This also serves as closure for the project.

4. Next, on a whiteboard or large sheet of paper draw a rudimentary service matrix. Provide youth with written examples of service and ask them to place them in the appropriate service box. If possible, select previous and planned service events from your own community or organization.

Reflection Questions:
• Why is service important to individuals and communities?
• How is service-learning a significant and valuable form of service?
• How could you modify your current (annual or planned) service events to incorporate more formal learning and/or value to the community?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 in part from Building Assets Together by Jolene Roehlkepartain.
The Service Matrix

<table>
<thead>
<tr>
<th>FORMAL LEARNING</th>
<th>COMMUNITY-BASED LEARNING</th>
<th>SERVICE LEARNING</th>
<th>VALUE TO THE COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(high)</td>
<td>Higher Learning</td>
<td>Higher Learning</td>
<td>(high)</td>
</tr>
<tr>
<td>(low)</td>
<td>Lower Value</td>
<td>Higher Value</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Volunteerism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower Learning</td>
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</tr>
</tbody>
</table>

Youth Engaged in Learning about Leadership Curriculum
Leadership Goals: Youth will meet the needs of the communities they live in while practicing effective leadership skills in service-learning initiatives.

Learner Objectives:

Youth will:
- Develop working knowledge of the PARE Service-Learning Model.
- Create a PARE service-learning action plan.

Lesson Plan:

1. Ask young people: Why is it important to plan? Suggest that planning is especially important in leadership and service learning because members and service recipients are often relying on you to get the job done, care for others in time of need, or provide a service no one else can.

2. Provide each young person with a PARE Service-Learning Action Planning Model Handout. Tell youth that one effective tool leaders use in planning for service-learning is the PARE model.

3. Create four groups and assign each group one section (letter) section of the PARE model. Challenge groups to create a very creative 3 minute presentation about their component of the PARE model. Ask them to consider:
   - What tasks are involved?
   - What time is required?
   - Who should be a part of the planning at this stage?
   - How is (is not) the section reliant on other stages?
   - What are some examples or experiences that they’ve already had with this stage?

4. Groups should present and answer questions from other groups.

5. Encourage young people to use the PARE action model for their next service event or project. If appropriate timing, aid youth in beginning their planning as part of this lesson.

Reflection Questions:
- Why is it important to have a strong plan for service-learning events?
- How is PARE an effective way to plan for service-learning events?
- Is PARE easy to remember? How will you use the model?
PARE Service-Learning Action Planning Model

- **Preparation**
  - Determine Community Need
  - Research Need
  - Identify Collaborators
  - Select & Plan the Event

- **Action**
  - Advertise
  - Implement Event
  - Perform Service
  - Document Experience

- **Evaluation**
  - Evaluate Impact
  - Examine Learning
  - Solicit Feedback
  - Celebrate Successes
  - Recognize Collaborators

- **Reflection**
  - Identify Skills Exhibited & Knowledge Gained
  - Share Reactions
  - Connect to Real World Examples
Leadership Goals: Youth will think about how they are valuable in leadership positions within their communities.

Learner Objectives:

Youth will:

• Recognize themselves as valuable resources in their communities.

Lesson Plan:

1. Divide your group into teams of about four. Ask each team to select a personal item that someone brought with them or located within the room. Each group will use one item.

2. Ask each team to list the characteristics of its object – its positive features and how it might be useful, as well as traits that limit its value. Encourage team members to think creatively of uses that may not be typically associated with the item. Urge them to “think outside the box.” For example, a business card can be cut into the shape of a boomerang that could be used as a stress reliever.

3. Ask each team to report their conclusions back to the large group.

4. Next, ask youth to think about the value of objects and compare that to the value of young people and adults to organizations. Engage in a reflective discussion surrounding their considerations.

Reflection Questions:

• What might happen if we only considered the limitations of each of these objects?

• Are there any similarities between this activity and real life, specifically youth-adult partnerships? If so, what and why?

• How could we use this information to better our relationships with adults in community organizations?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from Get Things Going by The Search Institute.
Leadership Goals: Youth will establish perspective about their value in the community and in youth-adult partnerships.

Learner Objectives:
Youth will:
• Discuss how valued they are in society and in their community.

Lesson Plan:
1. Youth should form groups of four. Provide each young person with a rock. Have youth compare rocks and decide which rock is the most valuable and which is the least valuable.

2. Have youth lay the rocks in a line that shows order of importance and value. Have groups share their conclusions, how they reached those decisions, and their reasons to support why one rock is more valuable than others.

3. Then, have youth pick up their original rocks. Tell them that each rock has gold inside, and each nugget of gold inside is unique. Have them again lay the rocks in a line that shows the order of importance.

Reflection Questions:
• Was it more difficult to determine the value of the rocks based on what you could see on the outside or based on what you couldn’t see on the inside? Why?
• In terms of judging people, how do we usually decide who’s valuable and who’s not? Are those the best ways to determine these things? Why or why not?
• Think about all the age groups in our society. Which are most valued? Which are least valued? Why?
• Overall, how does our community do at valuing youth? How do adults value youth in your organization and community?
• Are youth in our community more likely to be viewed as valuable for what they are now, or what they might become?
• What would you suggest needs to happen to encourage our community to value youth more? How could this help strengthen our youth-adult partnerships?
• What steps can you take to ensure that young people are valued when working with adults?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from Building Assets Together by Jolene Roehlkepartain.
Leadership and Youth-Adult Partnerships

BIG (and not so big) Expectations

**Leadership Goals:** Youth will consider the impact of adults’ expectations of them in youth-adult partnerships.

**Learner Objectives:**

Youth will:

- Discuss how they felt in certain situations about people’s expectations of them.

**Lesson Plan:**

1. Partner youth in couples or triads. Have partners take turns telling about times when they didn’t meeting someone’s expectations at home, in school, or in a community organization. How did the other people react? How did the youth feel?

2. After youth finish sharing, have youth regroup in new pairs and threesomes. Ask youth to share with each other times when they exceeded someone’s expectations. How did the other people react? How did the youth feel?

3. Youth should then regroup again. This time they should discuss with their partner(s) what they wish others would expect of them and why. How would they react if they were given these expectations? How would they feel?

**Reflection Questions:**

- Overall, do the adult in your lives (teachers, parents, and youth development professionals) expect too much, too little, or just the right amount of you? Why do you feel that way?
- What’s difficult about living with people’s expectations?
- How can you help the adults in your lives have realistic, challenging, high expectations that are just right for you?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from *Building Assets Together* by Jolene Roehlkepartain.
Leadership and Youth-Adult Partnerships

The Great Generations Divide

Leadership Goals: Youth will better understand implications of generations of team players resulting in better youth-adult partnerships.

Learner Objectives:

Youth will:

- Investigate four generations’ defining moments and values.
- Discuss how differences in generations impact their work in youth-adult partnerships.

Lesson Plan:

1. Place 5 large sheets of paper on the wall, each labeled with a decade between 1960 and 2000. Ask youth and adults to brainstorm “defining moments” of each decade and record them on the corresponding decade sheet.

2. Then suggest to participants that these decades represent four separate generations of people.
   - **The Matures** = Born 1922-1946
   - **The Baby Boomers** = Born 1946-1964
   - **The X’ers** = Born between 1964-1980
   - **The Y’ers** = Born between 1980-2000

3. Discuss some of the defining events for each generation:
   - **Matures** = The Great Depression, The New Deal, Golden Age of Radio, Pearl Harbor, WWII & Korean War
   - **Boomers** = Suburbia, TV, Focus on children, Vietnam, Civil Rights Movement, Cold War, Space Race
   - **X’ers** = Watergate, Challenger, Computers, Single-parent homes, MTV, AIDS
   - **Y’ers** = Technology, Talk Shows, Multiculturalism, Desert Storm, Clinton Scandals, School Shootings –Columbine, Oklahoma City Bombing, 9/11

4. Next, discuss how this events shape peoples beliefs, attitudes, and values. Consider how these events could create divisions between youth and adults (different generations) working together.

5. Then present generations’ values:
   - **Matures** = Dedication, Patience, Law and order, Respect for authority, Duty and honor, Loyalty
   - **Boomers** = Optimism, Teamwork, Personal gratification, Health and wellness, Youth, Work, Volunteerism, Promotion and recognition
   - **X’ers** = Diversity, Thinking globally, Balance in life, Computer literacy, Fun, Informality, Independence, Initiative

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6. Finish by asking each individual to think of a time when they were in a controversy or conflict with someone of a different generation. What might they do differently today in that same situation? Have youth make a list of important generational differences and ideas to consider in their current youth-adult partnerships.

Reflection Questions:

- What have you learned about The Great Generations Divide?
- How might knowing more about generational differences help you in improving your youth-adult partnerships?
- What generational considerations did you add to your list? Why?

Adapted by Annie Hobson, UW-Extension 4-H Youth Development Educator; Buffalo County, WI; February 2008 from Communicating Across the Generations by Beverly Stencel, UW-Extension; Washburn County.
Resources and References


