

EXPLORE



Texas 4-H Leadership *Leadership Within A Group*



texas4-h.tamu.edu

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EXPLORE

TEXAS 4-H LEADERSHIP



Description

The Texas 4-H Explore series allows 4-H volunteers, educators, members, and youth who may be interested in learning more about 4-H to try some fun and hands-on learning experiences in a particular project or activity area. Each guide features information about important aspects of the 4-H program, and its goal of teaching young people life skills through hands-on experiences. Additionally, each guide contains at least six learning experiences, which can be used as a project guide, or as activities for six different 4-H

meetings.

Purpose

Texas 4-H is designed to develop the youth of our state into productive adult citizens. The 4-H Program uses a non-formal educational process of engaging youth in a "learning by doing" process. This includes hands-on opportunities, participation in workshops and clinics conducted by volunteer leaders or professionals, as well as competitive experiences which allow 4-H members to demonstrate the knowledge they have gained. Through this entire process, the youth are learning key life skills such as working with others, teamwork, cooperation, and goal setting. Through all experiences, youth get to interact with adult volunteers and county Extension agents.

What is 4-H?

4-H members across the nation are responding to challenges every day in their communities and their world.

As the youth development program of the Cooperative Extension System of land-grant universities, 4-H is the nation's largest youth development organization, empowering six million young people throughout the United States. Cooperative Extension of 1862 and 1890 land-grant universities provide leadership to engage young people in 4-H in all 3,007 counties of the United States. The impact of the Cooperative Extension partnership is profound, bringing together National Institute of Food and Agriculture of USDA, land grant universities and county government to resource learning opportunities for youth.

Through America's 110 land-grant universities and its Cooperative Extension System, 4-H reaches every corner of our nation—from urban

neighborhoods to suburban schoolyards to rural farming communities. With a network of more than 6 million youth, 600,000 volunteers, 3,500 professionals, and more than 25 million alumni, 4-H helps shape youth to move our country and the world forward in ways that no other youth organization can.

Texas 4-H

Texas 4-H is like a club for kids and teens ages 5-18, and it's BIG! It's the largest youth development program in Texas with more than 550,000 youth involved each year. No matter where you live or what you like to do, Texas 4-H has something that lets you be a better you!

You may think 4-H is only for your friends with animals, but it's so much more! You can do activities like shooting sports, food science, healthy living, robotics, fashion, and photography.

Look for 4-H clubs at your school, an after-school program, a community center, or even on a military base or through the reserves for military families.

Texas 4-H is part of the Texas A&M AgriLife Extension Service and the Texas A&M System. Founded in 1908, 4-H is the largest youth development program in Texas, reaching more than 550,000 youth each year.

The 4-H Motto and Pledge

"To Make the Best Better!"

I pledge: My HEAD to clearer thinking, My HEART to greater loyalty, My HANDS to larger service and My HEALTH to better living, For my Club, my Community, my Country, and my world.

Participating in 4-H

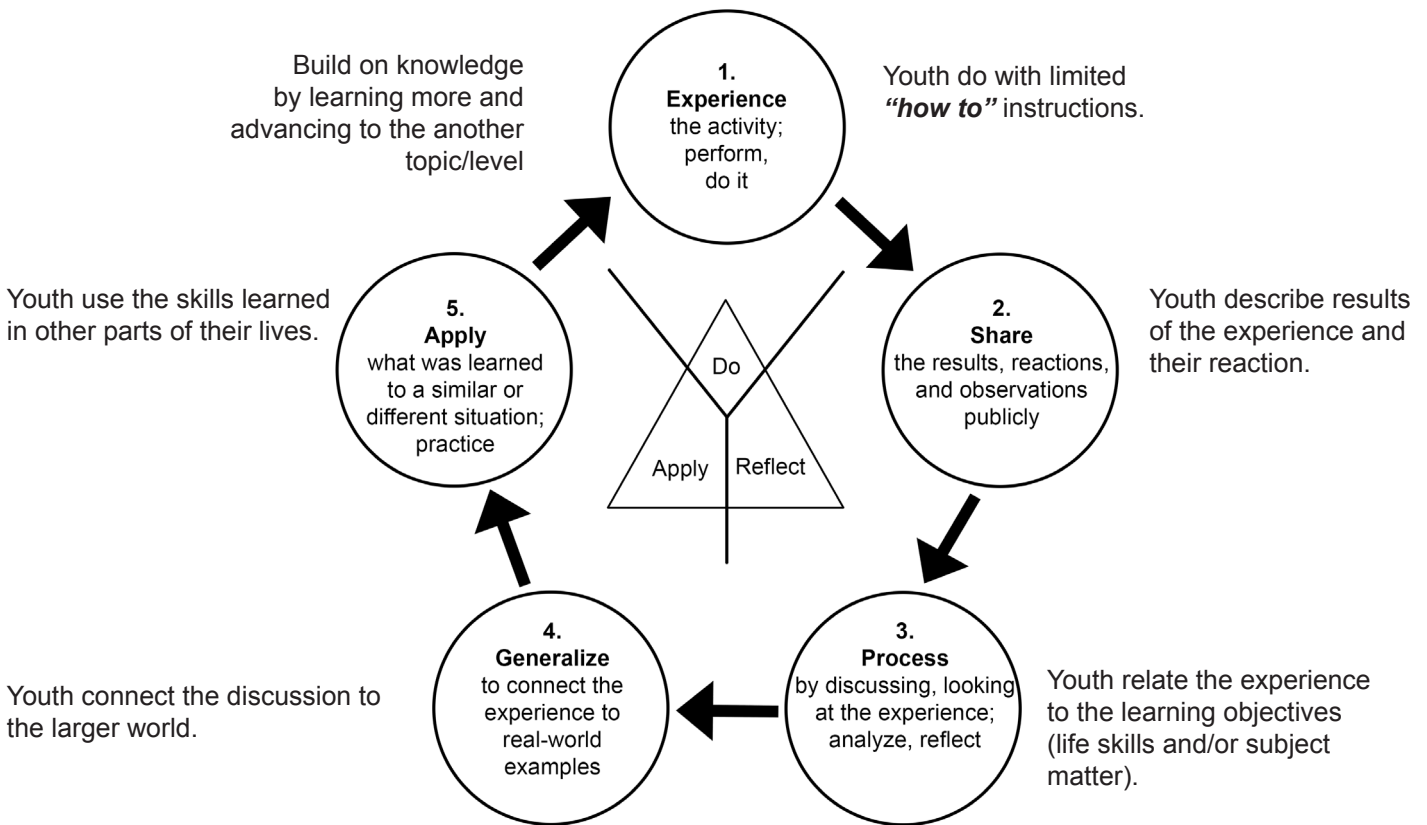
4-H is a great program because it provides options for young people to participate. From a 4-H club located in your community, a SPIN club that focuses on one particular project area, or participating in 4-H through your classroom at school, 4-H allows youth to learn in many different environments. If you are interested in joining 4-H, contact your County Extension Office and ask for a list of the 4-H clubs in your area. If you are a school teacher/educator and would like to use 4-H curriculum or these project guides in your classroom, contact your Extension Office as well for assistance.



4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.

EXPLORE THE CONTENT Introduction of the topic, overview and exploration of content, and review of objectives





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Leadership Styles



EXPLORE THE CONTENT:

Leaders lead in different ways. Some leaders feel driven to accomplish immediate tasks. Others are concerned more with relationships within their groups or organizations. Some leaders involve group members at all stages of a task, while others decide everything themselves. Some leaders rarely change their leadership styles, while others freely adapt to changing situations. People have searched in vain to identify one “best” leadership style, in the erroneous belief that a single style can fit every occasion. To the contrary, leadership should be situational, varying with circumstances, people involved and time. For example, leadership styles used in an emergency would be different from those used for circumstances in which one group member has more knowledge than the leader about a task.

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

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

All of these lessons will help you to define your own personal leadership style and understand that effective leadership is most often situational.

DO:

Activity 1: Stand by your Quote

- Before participants arrive, place thoughtful leadership quotes on the walls, leaving plenty of room between the quotes and making sure the print is large. Make sure the variety of quotes touch on many different aspects of leadership.
- Use the quotes provided in this activity or find your own.
- Ask the participants to walk around the room and read each of the quotes. After they have had time to look at all the quotes, ask the participants to stand by one quote that most closely matches their personal view of what a good leader should be. (It is ok to have more than one person per quote.)

REFLECT:

- Ask each participant to explain to the group why they chose their specific quote and what makes it important to him/her.
- As the participants are talking, the adult leader can be writing key phrases or words on the board.

TIME:

60 minutes

MATERIALS NEEDED:

Activity 1: Stand by your Quote

- Print-outs/small posters with quotes (list of quotes attached)
- Tape (safe for walls)
- White board/large easel-sized notepad and markers

Activity 2: Reality Check

- Leadership Behavior Chart (attached), one copy per participant
- Pens/pencils

Activity 3: Finding your Leadership Style: What Kind of Fruit Are You?

- Print-outs/small posters with each of the four fruits (signs attached)
- Tape (safe for walls)
- What Kind of Fruit Are You?: Leadership Styles Inventory (attached), one copy per participant
- What Kind of Fruit Are You?: Leadership Styles Descriptions (attached), one copy per participant
- Pens/pencils

OBJECTIVES:

4-H members will be able to:

- Identify basic leadership styles
- Begin to understand personal leadership styles
- Recognize styles of leadership appropriate for different situations



APPLY:

- Once everyone has shared their insights related to their selected quote, help the participants to find the similarities and potential differences between quotes.
- Continue discussion asking for any examples of leaders demonstrating the important characteristics the participants have identified.

DO:

Activity 2: Reality Check

- Ask youth to think about a situation where they served as a leader. Encourage the participants to really hone in on their personal interactions with others.
- Now, ask youth to think about how to define those actions when they were working with other people.
- Using the list of behaviors in the table on the Leadership Behavior Chart (attached), ask youth to identify an approximate percentage of energy they actually devoted to that action or behavior.
- Once they have determined their actual percentages for each behavior, ask participants to think about and write down what the ideal percentages should be.

REFLECT:

- Once youth have completed the Leadership Behavior Chart, ask them to get into small groups (approximately 3-5) to share their responses with each other.
- Ask them to discuss the differences and similarities they find on their own sheet and how they mirror or differ from others.

APPLY:

- Is there a gap between how you should spend your energy and how you actually spend it?
- Are there some behaviors that take up too much of your time and energy as a leader? Why or why not?
- Are there some behaviors that should be included on the list that are not on the list?
- Are there some suggestions or actions you can take to help you spend more of your energy in an ideal manner?

DO:

Activity 3: Finding your Leadership Style: What Kind of Fruit Are You?

- Prior to the activity, hang up four signs around the room; each one with one of the following fruits: Grape, Orange, Banana, and Melon.
- Begin with general discussion in the group asking the following questions one at a time. Another option would be to write the questions on the board (or project onto the screen) and ask each participant to reflect individually about their responses to the questions.
 - What qualities make a good leader?
 - What leadership qualities do I want to develop in myself?
 - Who are the role models I look to for inspiration?
 - Which traits of those role models would I want to emulate?
 - Do these role models exhibit all the qualities and characteristics that I've listed in my response to the first question?
- Distribute the Leadership Styles Inventory worksheet and ask participants to complete it.
- Directions: Read across each row and place a 4 in the blank that best describes you. Then, place a 3 in the blank for the second word that describes you. Next, place a 2 beside the third word that describes you. Finally, place a 1 next to the word that least describes you. Repeat this ranking for each row of words until you complete the entire page.
- After completing the rankings for each row, add up the totals for each column and place in the boxes below.
- After completing the Leadership Styles Inventory worksheet, distribute the "What Kind of Fruit Are You"



description sheet.

- If your highest score was in Column 1, consider yourself a Grape.
- If your highest score was in Column 2, consider yourself an Orange.
- If your highest score was in Column 3, consider yourself a Banana.
- If your highest score was in Column 4, consider yourself a Melon.

Reflect:

- Ask participants to move to the sign in the room where they most closely identify based on the inventory.
- In the groups, have each team review their "What Kind of Fruit Are You" description sheet.
- As a group, they should discuss what described characteristics are most accurate for the group as a whole and which characteristics may not be as accurate.

Apply:

- Ask questions to follow up on their discussion:
 - Do you think we each possess more than one leadership style? Why?
 - What key understanding do you now have about your leadership style that you may have not realized before today?
 - What will you do differently now because of what you have learned about your leadership style?
 - Why is it important to understand the different leadership styles?
 - How will this understanding affect our team as we move forward with other projects and activities?

Additional Activities to Extend the Content:

There are many online leadership/personality style inventories that can be found on the Internet. Some examples include:

- Exploring the Four Leadership Styles
 - <https://www.we.org/ap/fourleaderstyles/>
- Five Minute Personality Test: Lion, Beaver, Otter, Golden Retriever by Smalley and Trent
 - <https://solvemymaths.files.wordpress.com/2015/03/fiveminutepersonalitytestforclass.pdf>
 - <https://weirdblog.wordpress.com/2007/02/22/personality-types-lion-beaver-otter-and-golden-retriever/>
- What Animal Leader Are You?
 - <http://www.cnn.com/interactive/2015/12/health/quiz-animal-leader/>
- Leadership Quiz: What animal are you?
 - <https://www.phoenix.edu/alumni/phoenix-focus/leadership-quiz.html>

REFERENCES:

- Putting the Pieces Together, Texas A&M AgriLife Extension Service, Texas A&M University, 4-H 11-1, 10-04. (p.5 and pages 95-96)
- Workshop Exercises, Leadership Activities, <http://www.workshopexercises.com/Leadership.htm>
- Exploring the Four Leadership Styles, <https://www.we.org/ap/fourleaderstyles/>
- Are You a Grape, Orange, Banana, or Melon? http://www.hasd.org/cms_files/resources/FruitPersonality08_25_05.pdf



Activity 1: Stand by your Quote

*The more difficult the
victory the greater the
happiness in winning.*

– Pele

Activity 1: Stand by your Quote

*You miss 100% of the
shots you don't take.*

- Wayne Gretzky

Activity 1: Stand by your Quote

*Alone we can do little;
together we can do so
much.*

- Helen Keller

Activity 1: Stand by your Quote

*The best preparation for
tomorrow is doing your
best today.*

- H. Jackson Brown, Jr.

Activity 1: Stand by your Quote

*Tell me and I forget.
Teach me and I remember.
Involve me and I learn.*

- Benjamin Franklin

Activity 1: Stand by your Quote

*We can't help everyone,
but everyone can help
someone.*

- Ronald Reagan

Activity 1: Stand by your Quote

So the point is not to become a leader. The point is to become yourself, to use yourself completely – all your skills, gifts, and energies – in order to make your vision manifest. You must withhold nothing. You must, in sum, become the person you started out to be and to enjoy the process of becoming.

– Warren Bennis

Activity 1: Stand by your Quote

*Coming together is a
beginning; keeping
together is progress;
working together is
success.*

- Henry Ford

Activity 1: Stand by your Quote

*What lies behind us and
what lies before us are tiny
matters compared to what
lies within us.*

– Oliver Wendell Holmes

Activity 1: Stand by your Quote

*If you can dream it,
you can do it.*

– Walt Disney

Activity 1: Stand by your Quote

*Example is not the main
thing in influencing
others, it is the only thing.*

– Albert Schweitzer

Activity 1: Stand by your Quote

Man's mind, once stretched by a new idea, never regains its original dimensions.

– Oliver Wendell Holmes

Activity 1: Stand by your Quote

*Dost thou love life? Then
do not squander time, for it
is the stuff life is made of.*

– Benjamin Franklin

Activity 1: Stand by your Quote

To know why to do something is wisdom. To know how to do it is skill. To know when to do it is judgement. To strive to do it best is dedication. To do it for the benefit of others is service. To want to help others is compassion. To do this quietly is humility. To get the job done is achievement. To get others to do all these things is leadership.

Activity 1: Stand by your Quote

If you have built castles in the air, your work need not be lost; that is where they should be. Now build the foundations under them.

– Thoreau

Activity 1: Stand by your Quote

*F.E.A.R. has two meanings
– Forget Everything and
Run OR Face Everything
and Rise. The choice is
yours.*

- Zig Ziglar

Activity 1: Stand by your Quote

*Doubt kills more dreams
than failure ever will.*

- Suzy Kassem

Activity 1: Stand by your Quote

*Obstacles are those
frightful things you see
when you take your eyes
off your goal.*

- Henry Ford

Activity 1: Stand by your Quote

If you are tired of starting over, stop giving up.

- Shia Labeouf

Activity 1: Stand by your Quote

You may not be able to control every situation and its outcome, but you can control your attitude and how you deal with it.

Activity 1: Stand by your Quote

There are far, far better things ahead than any we leave behind.

- C.S. Lewis

Activity 1: Stand by your Quote

*Sometimes we're
tested. Not to show our
weaknesses, but to discover
our strengths.*

Activity 1: Stand by your Quote

*Start where you are. Use
what you have. Do what
you can.*

- Arthur Ashe

Activity 1: Stand by your Quote

*Every morning, we get
a chance to be different.
A chance to change. A
chance to be better. Your
past is your past. Leave it
there.*

Activity 1: Stand by your Quote

*It's not failure. It's
unfinished success.*

Activity 1: Stand by your Quote

*When nothing goes right,
go left.*

Activity 1: Stand by your Quote

*Don't let little stupid things
break your happiness.*

Activity 1: Stand by your Quote

*Sometimes you ~~lose~~
LEARN*

Activity 1: Stand by your Quote

Don't worry about failures, worry about the opportunities you miss when you don't even try.

Activity 1: Stand by your Quote

*One small positive thought
in the morning can change
your whole day.*

Activity 1: Stand by your Quote

*You cannot hang out with
negative people and expect
to live a positive life.*

Activity 1: Stand by your Quote

*Start each day with a
positive thought.*

Activity 1: Stand by your Quote

*A negative mind will never
give you a positive life.*

Activity 1: Stand by your Quote

If you can't figure out your purpose, figure out your passion. For your passion will lead you right into your purpose.

- Bishop T.D. Jakes

Activity 1: Stand by your Quote

*When you feel like quitting
think about why you
started.*

Activity 1: Stand by your Quote

No matter how good or bad you have it, wake up each day thankful for your life. Someone somewhere is desperately fighting for theirs.

Activity 1: Stand by your Quote

*Success is not final;
failure is not fatal: It is the
courage to continue that
counts.*

- Winston Churchill

Activity 1: Stand by your Quote

*Failure I can live with.
Not trying is what I can't
handle!*

– Sanya Richards-Ross

Activity 1: Stand by your Quote

*Every champion was once
a contender that refused to
give up.*

– Rocky Balboa

Activity 1: Stand by your Quote

*Worrying gets you
nowhere. If you turn up
worrying about how you're
going to perform, you've
already lost. Train hard,
turn up, run your best and
the rest will take care of
itself.*

- Usain Bolt

Activity 1: Stand by your Quote

The things you learn from sports – setting goals, being part of a team, confidence – that’s invaluable.

*It’s not about trophies and ribbons. It’s about **BEING ON TIME** for practice, **ACCEPTING CHALLENGES** and being fearful of the elements.*

– Summer Sanders

Activity 1: Stand by your Quote

*Why fit in when you're
were born to **STANDOUT!***

– Dr. Seuss

Activity 1: Stand by your Quote

*Don't call it a dream.
Call it a plan.*

Activity 1: Stand by your Quote

Don't put a limit on anything. The more you dream, the further you get.

– Michael Phelps

Activity 1: Stand by your Quote

*We all have dreams.
But in order to make
dreams come into reality,
it takes an awful lot of
determination, dedication,
self-discipline, and effort.*

– Jesse Owens

Activity 1: Stand by your Quote

Before you act, listen.

Before you react, think.

Before you spend, earn.

Before you criticize, wait.

Before you pray, forgive.

Before you quit, try.

- Ernest Hemingway

Activity 1: Stand by your Quote

*Don't stop until you're
proud.*

Activity 1: Stand by your Quote

*Surround yourself with
the dreamers and the
doers, the believer and the
thinkers, but most of all,
surround yourself with
those who see greatness in
you, even when you don't
see it yourself.*

Activity 1: Stand by your Quote

*Ask yourself if what you're
doing today is getting you
closer to where you want to
be tomorrow.*

Activity 1: Stand by your Quote

*Be fearless in the pursuit
of what sets your soul on
fire.*

Activity 1: Stand by your Quote

*You have been assigned
this mountain to show
others it can be moved.*

Activity 1: Stand by your Quote

*You are confined only
by the walls you build
yourself.*

Activity 1: Stand by your Quote

*Before you are a leader,
success is about growing
yourself. When you
become a leader, success is
all about growing others.*

- Jack Welch

Activity 1: Stand by your Quote

Great leaders don't set out to be a leader...they set out to make a difference. It's never about the role - it's always about the goal.

Activity 1: Stand by your Quote

We are not a team because we work together. We are a team because we respect, trust, and care for each other.

- Vala Afshnar

Activity 1: Stand by your Quote

A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say we did it ourselves.

– Lao Tzu

Activity 1: Stand by your Quote

You don't inspire your teammates by showing them how amazing you are. You inspire them by showing them how amazing they are.

- Robyn Benincasa

Activity 1: Stand by your Quote

*You're braver than you
believe, stronger than you
seem, and smarter than
you think.*

– A.A. Milne

Activity 1: Stand by your Quote

*Today is going to be **THE BEST.** Tomorrow will be **EVEN BETTER.***

Activity 1: Stand by your Quote

*We make a living by what
we get. But we make a life
by what we give.*

– Winston Churchill

Activity 1: Stand by your Quote

*Make today ridiculously
amazing.*

Activity 1: Stand by your Quote

*Stand Tall, Think Tall,
Smile Tall, Live Tall.*

Activity 1: Stand by your Quote

Successful people are not gifted; they just work hard, then succeed on purpose.

- G.K. Nielson

Activity 1: Stand by your Quote

*Knowing that it's never
been done before makes
me fight even harder.*

– Misty Copeland

Activity 1: Stand by your Quote

*Not every victory shows up
on the scoreboard.*

Activity 2: Leadership Behavior Chart

Think about a situation where you served as a leader. Really hone in on your personal interactions with others. Now, think about how you define those actions when working with other people. Using the list of behaviors in the table below, identify an approximate percentage of energy that you truly devoted to that action or behavior. Once you have determined your actual percentages for each behavior, think about what the ideal percentages should be.

BEHAVIOR	PERCENTAGE OF TIME ACTUALLY SPENT ON EACH BEHAVIOR	IDEAL PERCENTAGE OF TIME THAT SHOULD BE SPENT ON EACH BEHAVIOR
Informing		
Directing		
Clarifying or Justifying		
Persuading		
Collaborating		
Brainstorming or Envisioning		
Reflecting (Quiet Time for Thinking)		
Observing		
Disciplining		
Resolving interpersonal conflicts		
Praising and/or encouraging others		

Activity 3: What Kind of Fruit Are You?
(Each sign should be hung on a wall)

GRAPE

Activity 3: What Kind of Fruit Are You?
(Each sign should be hung on a wall)

ORANGE

Activity 3: What Kind of Fruit Are You?
(Each sign should be hung on a wall)

BANANA

Activity 3: What Kind of Fruit Are You?
(Each sign should be hung on a wall)

MELON

Activity 3: What Kind of Fruit Are You?

Leadership Styles Inventory

Directions: Read across each row and place a 4 in the blank that best describes you. Then, place a 3 in the blank for the second word that describes you. Next, place a 2 beside the third word that describes you. Finally, place a 1 next to the word that least describes you. Repeat this ranking for each row of words until you complete the entire page.

Example:

Imaginative	2	Investigative	4	Realistic	1	Analytical	3
-------------	---	---------------	---	-----------	---	------------	---

Column 1		Column 2		Column 3		Column 4	
Imaginative		Investigative		Realistic		Analytical	
Adaptive		Inquisitive		Organized		Critical	
Relating		Creating		Getting to Point		Debating	
Personal		Adventurous		Practical		Academic	
Flexible		Inventive		Precise		Systemic	
Sharing		Independent		Orderly		Sensible	
Cooperative		Competitive		Perfectionist		Logical	
Sensitive		Risk-Taking		Hard-Working		Intellectual	
People Person		Problem Solver		Planner		Reader	
Associate		Originate		Memorize		Think Through	
Spontaneous		Changer		Wants Direction		Judger	
Communicating		Discovering		Cautious		Reasoning	
Caring		Challenging		Practicing		Examining	
Feeling		Experimenting		Doing		Thinking	

After completing the rankings for each row (don't include the example row), add up the totals for each column and place in the boxes below.

Column 1 Grape		Column 2 Orange		Column 3 Banana		Column 4 Melon	
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Activity 3: What Kind of Fruit Are You?

Leadership Styles Descriptions

If your highest score was in Column 1, consider yourself a Grape.

If your highest score was in Column 2, consider yourself an Orange.

If your highest score was in Column 3, consider yourself a Banana.

If your highest score was in Column 4, consider yourself a Melon.

Grape	Banana
<p>Natural abilities include:</p> <ul style="list-style-type: none"> • Being reflective • Being sensitive • Being flexible • Being creative • Preference for working in groups <p>Grapes learn best when they:</p> <ul style="list-style-type: none"> • Can work and share with others • Balance work with play • Can communicate • Are noncompetitive <p>Grapes may have trouble:</p> <ul style="list-style-type: none"> • Giving exact answers • Focusing on one thing at a time • Organizing <p>To expand their styles, Grapes need to:</p> <ul style="list-style-type: none"> • Pay more attention • Not rush into things • Be less emotional when making some decisions 	<p>Natural abilities include:</p> <ul style="list-style-type: none"> • Planning • Fact-finding • Organizing • Following directions <p>Bananas learn best when they:</p> <ul style="list-style-type: none"> • Have an orderly environment • Have specific outcomes • Can trust others to do their part • Have predictable situations <p>Bananas may have trouble:</p> <ul style="list-style-type: none"> • Understanding feelings • Dealing with oppositions • Answering “what if” questions <p>To expand their styles, Bananas need to:</p> <ul style="list-style-type: none"> • Express their own feelings more • Get explanations of others’ views • Be less rigid
Orange	Melon
<p>Natural abilities include:</p> <ul style="list-style-type: none"> • Experimenting • Being Independent • Being curious • Creating different approaches • Creating change <p>Oranges learn best when they:</p> <ul style="list-style-type: none"> • Can use trial and error • Produce real products • Can compete • Are self-directed <p>Oranges may have trouble:</p> <ul style="list-style-type: none"> • Meeting the limits • Following a lecture • Having few options or choices <p>To expand their styles, Oranges need to:</p> <ul style="list-style-type: none"> • Delegate responsibilities • Be more accepting of others’ ideas 	<p>Natural abilities include:</p> <ul style="list-style-type: none"> • Debating points of view • Finding solutions • Analyzing ideas • Determining value or importance <p>Melons learn best when they:</p> <ul style="list-style-type: none"> • Have access to resources • Can work independently • Are respected for intellectual ability • Follow traditional methods <p>Melons may have trouble:</p> <ul style="list-style-type: none"> • Working in groups • Being criticized • Convincing others diplomatically <p>To expand their styles, Melons need to:</p> <ul style="list-style-type: none"> • Except imperfection • Consider all alternatives • Consider others’ feelings

Creativity



EXPLORE THE CONTENT:

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

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

Everyone possesses some degree of creativity. Research has shown that people are not necessarily born creative and that people can improve their own creativity. Our creativity is limited only by the boundaries we set for ourselves. There are mental and experiential activities in which a person can participate to become more creative. Some activities are as simple as changing up routines or doing something that is very different than what would be considered a personal norm. Activities like reading something that you would not normally read, visiting with someone you don't know and even travel are ways to encourage creativity.

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

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

Some traits of creative people include:

- Open-minded
- Flexible
- Spontaneous
- Determined
- Intuitive
- Persistent
- Tolerant of varying opinions, thoughts, ideas, etc.

Think about a person you identify as highly creative. What does that person do? How does he or she act? What creative behaviors are displayed? What can you learn from that person and apply to

TIME:

30+ minutes depending on selected activity and discussion that follows.

MATERIALS NEEDED:

Activity 1: Uncommon Uses

- Sheet of paper to write on and a pen or pencil per team
- Ten or so items (common or not so common); ie. silicone oven mitt, shower ring, pipe coupling, pencil. *It may be more challenging for members to come up with uncommon uses for common items since they are familiar with the item and its use.*
- Bag/box to keep items hidden from view

Activity 2: Create a SuperHero

- | | |
|------------------------------------|---|
| • Newspaper | • Tape |
| • Construction paper | • Markers |
| • Tissue paper | • Various crafting supplies (sequins, bandanas, scrap material, etc.) |
| • Scissors | |
| • Chenille stems/
Pipe cleaners | |

OBJECTIVES:

The 4-H member will be able to:

- Understand the fundamental aspects of brainstorming
- Utilize creative thinking skills to plan and develop a project
- Identify solutions while realizing their creative potentials
- Understand the importance of thinking "outside the box"



your life? These questions may assist you in your quest for creativity.

DO:

Activity 1: Uncommon Uses

- Divide the group into equal teams of four to five members.
- Provide each team with a sheet of paper and a pen/pencil.
- Explain to the group that they must listen to all team members and record all the ideas as they are presented. Teams will compete against each other to see which team can, in three minutes, write down the most uses and the most unique uses for the selected item. The idea is to come up with the most uses, not to determine how feasible the ideas are. All ideas should be recorded.
- Show and name the item.
- Announce when time starts and remind the group that the purpose is to name as many uses for the product as possible in the allotted time.
- After three minutes has passed, call time and ask the teams to share their most creative answers. Find out how many different uses for the product each team have compiled.

REFLECT:

Discuss with the group the following aspects of generating creative ideas.

- Fluency: How many different responses were generated? Usually, the more ideas we have, the better and more creative they are. Were you judgmental or critical of ideas?
- Originality: Were the responses common or unusual?
- Flexibility: Were the responses alike (same category) or were they diverse?
- Did your group write down all of the ideas that were shared? Did you share every idea that came to mind? Why or why not?

APPLY:

- What implications does flexibility have for creativity?
- How does brainstorming apply to decisions you make daily?
- Was it easy to think of different uses for the objects (name specific object)?



DO:

Activity 2: Create a SuperHero

- Depending on the size of the group you may want to divide it into small workable groups (4 to 5 members).
- Provide each group with the same basic supplies. Each group will have access to the extra supplies and can use what they need to finish the creation.
- Each group is to create and design a SuperHero. Creation should include a name, super power, logo and "costume."
- Each group should select a person to model the design as the others in the group describe the SuperHero super abilities.
- Give the groups no less than 20 minutes to work through the process and create the costume. Remind them that they will have to describe the powers and abilities as one team member models the creation.



**REFLECT:**

- What did you observe about the group process as a result of the SuperHero activity?
- Did you feel that your ideas were heard?
- How did the group respond to the various ideas that were being shared?
- What risks did group members take when sharing their ideas? Was taking that risk easy or hard?
- What challenges did your team have to work through while in the creative process?

APPLY:

- Have you recently been involved in a project where you had to be creative? Tell us about it.
- Were your creative ideas accepted by others?
- What was your biggest challenge?

DO:**Activity 3: Three IF'S**

Identify an object that the group uses regularly. Now ask them to make it useful for a similar group, but in the future! Of course, it will need to advance with the time. Have the group use the following three "if" questions to work through the challenge.

- What would happen if I change it?
- To be effective or useful in ten years, what would I improve/change about it?
- If unlimited investment resources were available, how would I move forward?

("it" could be an object, a system, or a relationship)

REFLECT:

- Did Three IF'S change your thinking process?
- Did adding unlimited resources change the way you thought about the process? Why?

APPLY:

- Do you think everyone can be creative?
- Apply creative concepts to various career options.
- How does creativity relate to leadership? To everyday life?
- What are some ways that you can strive to be more creative?
- Can creativity be incorporated into every life situation?

REFERENCES:

- Putting the Pieces Together, Texas A&M AgriLife Extension Service, Texas A&M University, 4-H 11-1, 10-04.



Effective Communication



EXPLORE THE CONTENT:

Effectively communicating is viewed as one of the most important of all life skills. Leading an organization, interviewing for a job, talking with a friend, or explaining details of an event are ways that one uses communication skills. Developing your communication skills can help in all aspects of your life, from your professional life to social gatherings and everything in between.

Effective leaders are skilled in many forms of communication, including writing, listening and public speaking. To be effective, leaders must be able to communicate the goals of a group. However, communication is also a two-way street. An effective leader must have both good verbal and nonverbal communication skills, but also be an effective listener.

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

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

Besides words, many other factors influence communication. Nonverbal communication may confirm verbal messages, change the content and meaning or even contradict the message. People communicate with gestures, postures, facial expressions, touch and use of space. Leaders must understand the importance of nonverbal cues.

Types of Non-Verbal Communication

The types of interpersonal communication that are not expressed verbally (with speech) are called non-verbal communications. There are many different types of non-verbal communication which include the following:

- Body Movements (Kinesics), for example, hand gestures or nodding and shaking the head;
- Posture, or how you stand or sit, whether your arms are crossed, and so on;
- Eye Contact, where the amount of eye contact often determines the level of trust and trustworthiness;
- Para-language, or aspects of the voice apart from speech, such as pitch, tone, and speed of speaking;

TIME:

30-45 minutes

MATERIALS NEEDED:

Activity 1: Paper Fold Activity

- Sheet of paper for each participant

Activity 2: Back to Back

- Diagram (located at the end of the lesson)
- Chairs for participants to sit back to back

Activity 3: Square Talk (Blind Square)

- One Blindfold per participant
- One long rope per group (approximately 200 feet long), tied in a loop. For smaller groups of eight to twelve the rope can be 50 to 70 feet in length. The two ends of the rope should be tied together securely.

OBJECTIVES:

Youth will be able to:

- Recognize nonverbal and verbal cues used in communication
- Practice listening skills
- Express feelings verbally
- Give and follow directions
- Give feedback and respond to communications





- Closeness or Personal Space (Proxemics), which determines the level of intimacy;
- Facial Expressions, including smiling, frowning and even blinking; and
- Physiological Changes, for example, sweating or blinking more when nervous.

Leaders should also be good listeners. Listening skills can help build interpersonal relationships and cohesiveness within groups. When we communicate we spend 45% of our time listening. Most people take listening for granted, but it is not the same as hearing and should be thought of as a unique skill.

Good listening habits

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

Bad listening habits

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

Common Barriers to Effective Communication

- The use of jargon. Over-complicated, unfamiliar and/or technical terms.
- Lack of attention, interest, distractions, or irrelevance to the receiver.
- Differences in perception and viewpoint.
- Physical disabilities such as hearing problems or speech difficulties.
- Physical barriers to non-verbal communication. Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective.
- Phone calls, text messages and other communication methods that rely on technology are often less effective than face-to-face communication.
- Expectations and prejudices which may lead to false assumptions or stereotyping. People often hear what they expect to hear rather than what is said and jump to incorrect conclusions.

The activities provided in this lesson will help you to develop a better understanding of the barriers to communication and develop ways to overcome obstacles faced when communicating with others.

DO:

Activity 1: Paper Fold Activity

Directions: Lead into this exercise by asking group if they think communication is easy. Tell them "let's see."

Give each learner a piece of paper and then read the directions to them.

Instructions to participants: This exercise requires listening to and following directions. First, close your eyes. And keep them closed. As you hear the instructions, perform the task. You may not ask questions. You must keep your eyes closed. Emphasize that this exercise requires no talking.

1. Fold your sheet of paper in half
2. Tear off the upper right corner



3. Fold your paper in half again
4. Tear off the lower right corner
5. Fold your paper in half
6. Tear off the upper left corner
7. Fold in half a final time
8. Tear off the lower left corner
9. Unfold your paper and hold it up
10. Open your eyes, look at your product and compare it with the others

You can repeat this exercise with all participants, allowing them to keep their eyes open. Compare the results.

REFLECT:

- Does everyone’s look the same?
- Was it difficult not being able to ask questions or get clarification?
- If you were given the same directions, why are everyone’s products different?
- When your eyes were open, were the results more similar or more different?

APPLY:

- Remember when you communicate with others, they may not receive the message you sent.
- People interpret things differently, you must communicate a clear message and be open to answering questions. How can you do that?

DO:

Activity 2: Back to Back

Directions:

1. Split the whole group into teams of two
2. Have each pair adjust their chairs and sit back to back
3. Issue a copy of the diagram in the figure below to one of each pair of participants
4. The person holding the diagram is tasked to explain the shape to his/her partner and the listener must not see the diagram and should draw it based on his partner’s description and directions
5. After 10 minutes call the activity to a stop and ask each pair to compare the outcome and how close the listener’s drawing is to the original diagram

Run the activity more than once and on the first time do not allow the listeners to ask any questions but on the second time allow questions and clarification to be asked by the listener. Then, compare the outcome on both cases. Switch roles where each pair gets a chance to be a listener and a chance to describe the diagram. Create a new diagram for the second pairing activity.

REFLECT:

- What is the importance of asking questions to confirm understanding and ensure the accuracy of communication?
- Does ability to ask questions allow you to confirm understanding and/or ensure the accuracy of communication?
- How difficult was it for the person drawing when they were not allowed to ask questions?
- What did you learn about communication?

APPLY:

- How can this help you during everyday communications with others?
- How will you be a better communicator with others?



- Give examples of times when you thought you were explaining something to someone and they did not understand? What do you think caused that lack of understanding?

DO:

Activity 3: Square Talk (Blind Square)

This is a challenging activity where participants are all blindfolded and receive instructions from the leader that should be strictly followed. This activity enables participants to recognize the importance of communicating effectively, and understanding the different aspects of communication.

- Note: the minimum number of participants required for the activity is 3.
- Divide the group into sub-groups of 5. If this is not possible, some delegates can be given 2 pieces of information, or some the same information, ensuring all information is communicated.
- Clear the room as far as is practical.
- Blindfold each delegate and verbally communicate the objective of the activity.
- Disorientate each delegate individually; hand them the rope and subtly give them their individual information.
- Be aware of time and inform delegates when they have 5 minutes remaining of the allotted time for the activity (typically 25-30 minutes).

Rules:

1. Have participants stand for the activity.
2. Verbally communicate the following to the whole group, once they are blindfolded: The objective of the activity is to make a square shape using a rope.
3. The following information should be verbally communicated to delegates individually, as they are handed the rope.
 - Participant A: All team members are blindfolded and must remain so for the duration of the activity.
 - Participant B: The rope you are holding is approximately ___ feet in length. (depends on length of full rope)
 - Participant C: The rope you are holding is knotted together to form a loop or circle; it must not be undone.
 - Participant D: You must not let go of the rope.
 - Participant E: You will be told when you have 5 minutes of your 20 minutes left.
4. Once all instructions have been given, announce 'GO'. Allow the team 20 minutes to make a square shape with the rope.

REFLECT:

- Do you feel as a group you communicated effectively?
- During the activity, what communication skills did you use effectively?
- During the activity, what communication skills could you have used to improve performance?
- How important is communication? Why?
- What key points have you learned about communication that you wish to apply?

APPLY:

This tough challenging activity reinforces the importance of being able to communicate effectively with other team members while being blindfolded. It requires strong teamwork and planning as well as efficient use of all possible communication skills the team has to succeed in forming a square while blindfolded. The intent of the Blind Square activity is for participants to realize the importance of being able to get a clear mental image of the end state. Blind Square creates the frustration and confusion caused by a "lack of vision." It also demonstrates how enabling (or disabling) one's teammates contributes to (or hinders) goal attainment.

**REFERENCES:**

- Putting the Pieces Together, Texas A&M AgriLife Extension Service, Texas A&M University, 4-H 11-1, 10-04. Chapter 1.
- Training Course Materials. "Square Talk" "Back to Back" <https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities/>
- © SkillsYouNeed (2017) <https://www.skillsyouneed.com/ips/barriers-communication.html>



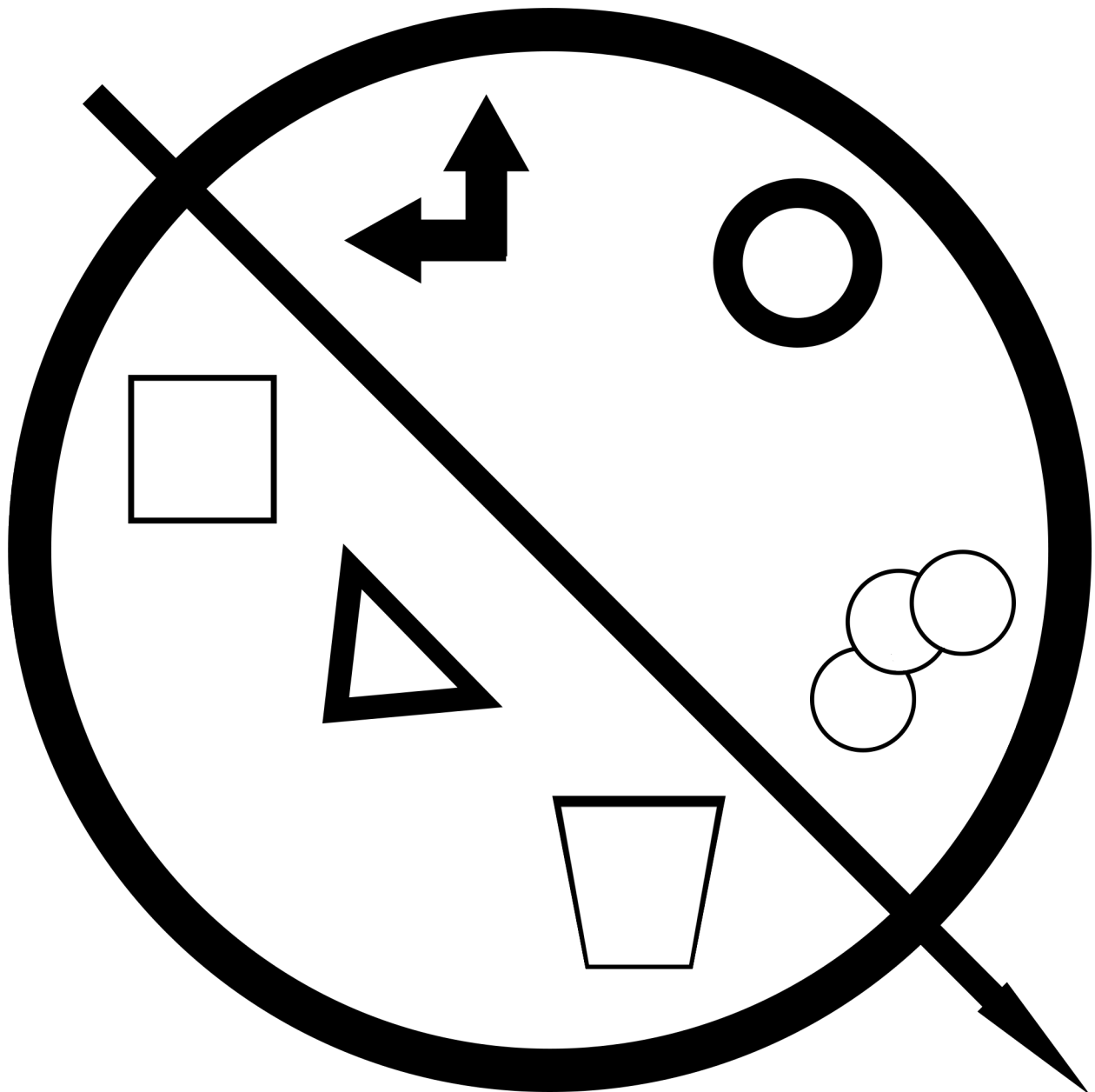
Activity 2: Back to Back Diagram

(Feel free to alter the diagram)

Directions:

1. Split the whole group into teams of two
2. Have each pair adjust their chairs and sit back to back
3. Issue a copy of the diagram in the figure below to one of each pair of participants
4. The person holding the diagram is tasked to explain the shape to his/her partner and the listener must not see the diagram and should draw it based on his partner's description and directions
5. After 10 minutes call the activity to a stop and ask each pair to compare the outcome and how close the listener's drawing is to the original diagram

Run the activity more than once and on the first time do not allow the listeners to ask any questions but on the second time allow questions and clarification to be asked by the listener. Then, compare the outcome on both cases. Switch roles where each pair gets a chance to be a listener and a chance to describe the diagram.



Accepting Differences



EXPLORE THE CONTENT:

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

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

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

Dealing with value differences

Different people have different values and priorities. Conflicts emerge as groups try to attain goals that embody these differences. Some values are easier to give up than others. Members may not be willing to compromise on a particular value.

Successful strategies for dealing with value differences include:

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

Unsuccessful strategies for dealing with value differences include:

- Questioning the other party's values or logic
- Pointing out errors and weaknesses in another
- Applying pressure on someone to change
- Defending or justifying your position
- Arguing the morality of an issue
- Focusing on areas of disagreement
- Being unwilling to back down

TIME:

45 - 60 minutes

MATERIALS NEEDED:

Activity 1: Get Into Your Groups

- Novelty stickers (cartoon characters, geometric shapes, colored dots, etc.) See "Do" Section in the lesson for a discussion on how to select stickers
- Index cards or deck of playing cards - 1 card per person

Activity 2: Senseless Stereotypes

- Index cards

Activity 3: Chain of Diversity

- Glue sticks
- 11 inch X 1.25 inch strips of colored paper, enough so each participant has 6

OBJECTIVES:

The 4-H member will be able to:

- Understand the importance of belonging
- Identify ways to make others feel like they belong
- Identify common stereotypes
- Learn about the negative effects of stereotypes



- Teasing the person who disagrees with you

Engaging youth and adults with disabilities

As a leader within a group it is important that individuals with disabilities are included and treated with respect and dignity. They should have the same opportunity to gain knowledge and skills alongside their peers. The primary strategy for including individuals with disabilities is getting to know the person. It is important not to get hung up on the disability and 'label' the person; rather, get to know them for their unique qualities, likes and dislikes, their style of communicating and other personality traits. People are people first and are so much more than their diagnosis, label, or a disability. Don't be afraid to respectfully ask questions of the individual to learn what works best for him or her.

A Leader within a group is one who can promote inclusiveness and engage all participants.

DO:

Activity 1 – Get Into Your Groups

Prior to the event place stickers on index cards. Plan to provide one index card with a sticker for each participant. The stickers can be cartoon characters, inspirational sayings, colored dots, etc.; the idea is to use stickers that can be 'grouped' due to similarities. Some cards might have multiple stickers, but of the same design. Have one or two stickers that do not easily 'fit into a group'. While facilitating, be mindful of the player(s) that get the exclusive card(s) and make sure they can handle the assignment. You could also do this activity with playing cards.

Gather the group (12 or more persons is ideal) in a circle. Inform the group that this is a non-talking activity. No talking is allowed at any time. Distribute one index card per player, instructing them to hold the card face down, not looking at the card. Once everyone has a card, they will bring the card to their forehead, without seeing the face of their own card. Inform the group that the instructions you provide will be vague but to follow them to the best of their ability. Say, "Remember to be completely silent and do not look at your own card. Now, get into your groups. Ready, go." There will be initial confusion as to what 'groups' you are looking for, but eventually people will start milling about and helping each other get into groups based on similarities of the stickers.

Sit back and watch the dynamics of the group. If necessary, remind players that verbal speaking is not allowed. Observations might include grouping by similar sticker only to have a big personality type person pull individuals to a group sorted by the number of stickers on their card.

REFLECT:

- How were the groups formed?
- Who determined how the groups should be formed? Was it by color, suit, etc?
- Did the group members change during the activity? If so, how did it feel if you were taken from one group and put into another? **If you were with the one with the card that 'did not fit'** - how did that feel?
- Were you ever uncomfortable with the group you were placed in?

APPLY:

- How is the activity like everyday society? Do we always get to choose the groups we are placed in?
- How does it feel if you are placed in one group but would prefer to be in another group?
- Even if you have similar characteristics that put you into a certain group, does that define or describe everything about you? Is that one characteristic representative of your total person?

DO:

Activity 2 – Senseless Stereotypes

Using index cards, write each stereotype and each description on a card. It's helpful to have an even number of



participants.

STEREOTYPE	DESCRIPTION
Blondes	clueless, air-heads
Athletes	conceited, boastful
People with Tattoos	dangerous to be around
Redheads	hot-tempered, quick to argue
Persons in wheelchairs	unable to play games
Gang Members	followers, don't like to act alone
"Preppy" people	rich
Politicians	not honest
Movie Stars	beautiful/handsome

This activity is a non-speaking activity. Distribute one index card to each person, instructing them to keep the card face down. Once all players have a card, bring the index card to their forehead so that the words face out so others can see what is written. The individual player still cannot see what is written on their card.

Instruct players to find their match, without talking.

REFLECT:

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

APPLY:

- Have you been labeled by other people? Why?
- Invite anyone who 'fits' one of the stereotypes to share any experiences they've had.
- What labels have you given other people?
- As leaders how can we fight negative stereotypes?

DO:

Activity 3: Chain of Diversity

This activity leads to a discussion about similarities and differences within the group. It also helps to discover unique qualities of each participant.

Begin by instructing participants that the activity involves examining the similarities and differences of the individuals in the group. Each participant takes 6 strips of colored paper. On each strip write one thing that he/she feels is similar to others in the group. On the same strip write one way in which he/she is different from others in the group. Do this on all six strips of paper so that each participant has written down 6 similarities and 6 differences.

If participants are having difficulty, you can suggest things such as appearance, birth order, the type of community they live in, hobbies, interests, leadership positions, 4-H projects, experiences and such. Have participants verbally share what they've written on two of the strips. As they share, each participant can build a chain by overlapping and gluing together the ends of the strip. Continue sharing and creating chains, making one very long Diversity Chain to represent the entire group.

**REFLECT:**

- Have participants reflect on the many things they have in common, as well as the ways each person in the group is unique. The discussion may even result in participants identifying unique qualities of others that they might not have shared.
- Discuss that even though members of the group come from different backgrounds, they have many ideas in common. Display the Chain of Diversity to symbolize the common aspects and the uniqueness each person contributes to the group.

APPLY:

- When you join a new group, do you usually look for persons with like ideas?
- When you meet a new person, what are some of the first things you talk about?

REFERENCES:

- Putting the Pieces Together, Texas A&M AgriLife Extension Service, Texas A&M University, 4-H 11-1, 10-04. Chapter 4.
- Diversity Activities for Youth and Adults. Penn State College of Agricultural Sciences, Agricultural Research and Cooperative Extension. Retrieved from www.cas.psu.edu.



Use of Resources



EXPLORE THE CONTENT:

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

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



It is important to use our resources wisely:

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

DO:

Activity 1: It's a Puzzle

This is a group activity to demonstrate the use of resources to reach a common goal. Prepare puzzles in the following manner. The number of puzzles is determined by the number of participants.

- Examples of prepared 60 piece puzzles:
 - Puzzle # 1: Spray paint all puzzle pieces and box lid solid black.
 - Puzzle # 2 and #3: Using two puzzles, switch the box lids so that each puzzle box has an incorrect lid.
 - Puzzle # 4: Take out all of the edge pieces of one puzzle. Set pieces aside.
 - Puzzle #5: Take out all of the inside pieces of one puzzle. Set pieces aside.
 - Puzzle #6: No change to puzzle or box.
 - Puzzle #7: Photo copy the box lid image in black and white and place on box
- Divide participants into groups (ideally, groups of four to six individuals). The number of groups can be based on the

TIME:

60-90 minutes

MATERIALS NEEDED:

Activity 1: It's a Puzzle

- Four to seven 60-piece prepared Jigsaw Puzzles

Activity 2: Resource Challenge

- Large area

Activity 3: Unequal Resources

- Pen and Paper
- Scissors, ruler, paper clips, glue, felt-tip marker, construction / copy paper in six colors - white, blue, gold, green, red, purple.
- Unequal Resource Task Sheet for each group
- Large Envelopes to hold each group's resources

OBJECTIVES:

4-H members will be able to:

- Identify the resources around them
- Effectively manage their resources
- Observe how others use resources
- Organize their resources
- Explore options for accomplishing their goals





number of participants and or the number of puzzles you have prepared.

- Instruct everyone to raise their hands. Tell the group, "This is your team." (Holding hands up to indicate that the ENTIRE group is a team; not the small group.)
- The goal is to complete the puzzles as fast as you can.
- Place a puzzle upside down in front of each group.
- Tell the teams to begin.

REFLECT:

- What was "wrong" with your puzzle?
- How did your group proceed?
- Did your group become frustrated?
- What did this activity teach you about teamwork?
- When did you realize that to complete the goal, you would need to share your resources?
- Group leader shares some of the statements heard during the activity.

APPLY:

- How do these different situations apply to working in a group?
- How would you handle these situations in an actual group setting?
- How does this activity apply to a group that you are working with?
- What does this activity teach us about Fairness?

DO:

Activity 2: Resource Challenge

This is a group activity to demonstrate the use of human resources to reach a common goal.

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

REFLECT:

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

APPLY:

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

**DO:****Activity 3: Unequal Resources**

This is a group activity to demonstrate the use of creative and problem-solving processes that occur when resources are unequally allocated.

- Example of Prepared Resource Packets:
 - Group 1: Scissors, ruler, paper clips, pencils, and two 4-inch squares of red paper and two of white
 - Group 2: Scissors, glue and 8 ½- by 11-inch sheets of paper (two blue, two white, two gold)
 - Group 3: Felt-tipped markers and 8 ½- by 11-inch sheets of paper (two green, two white, two gold)
 - Group 4: 8 ½- by 11-inch sheets of paper (one each: green, gold, blue, red, and purple)
- The resources may vary with the number and creativity of the groups participating. One variation is to give one group some information about one of the tasks that no other group has. For example, the “T” must be 3 inches tall and 5 inches wide, with green being the 3-inch piece and white being the 5-inch piece.
- Prepare an envelope for each group.
- Divide the participants into four groups of three to six members. As few groups as three and as many as six or seven can participate if the resource packets are available.
- Give each group an envelope and an Unequal Resource Task Sheet.
- Give them these instructions:
 - Do not open the envelope until you are directed to begin the activity. Each group must complete the tasks listed on the task sheet. Everyone has the same tasks. When the members of a group think they have successfully completed the tasks, they should signal the facilitator, and their tasks will be evaluated. The other groups should continue working until a winner has been declared. The first group to complete all the tasks is the winner.
- Give the signal to begin. Observe the different groups’ creativity, bargaining and other behavior.
- Stop the activity when a winner has been declared and the groups have been allowed to complete their tasks.

REFLECT:

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

APPLY:

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

REFERENCES:

- Putting the Pieces Together, Texas A&M AgriLife Extension Service, Texas A&M University, 4-H 11-1, 10-04. Chapter 1.



UNEQUAL RESOURCE TASK SHEET



Complete the following tasks:

- Make a 3-by 3-inch square of white paper.
- Make a 4-inch by 2-inch rectangle of gold paper.
- Make a four-link paper chain, each link in a different color.
- Make a T-shape of 3-by 5-inch paper in green and white.
- Make a 4-by 4-inch flag, in any three colors.

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

Teamwork



EXPLORE THE CONTENT:

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

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

Strong teams are diverse. Individual talents and skills better equip such diverse teams to face multi-faceted challenges.

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

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

DO:

Activity 1: Find your Match

- Give each person a blindfold.
- Have each participant find a partner.
- Each pair must then select a "double name" for themselves (for example, peanut butter, salt & pepper, etc.). The pair should then decide which part of the pair each will be.
- Explain the object of this exercise is for the members of each pair to find one another while blind folded.
- Separate the partners and send one of each pair to opposite ends of the area.
- When they arrive at the opposite ends of the area, have them put on the blindfolds. Then move people around so they do not know where they are.
- At the signal (GO!), each person should begin yelling their partner's "name" (i.e. "peanut", "butter", etc.) and walking toward the direction where they believe the partner to be.
- Once partners make physical contact with each other, they can remove the blindfold and watch others.

TIME:

30 minutes

MATERIALS NEEDED:

Activity 1: Find your Match

- Blind folds or bandanas (1 for each individual)

Activity 2: Bumper Cars

- Boundary markers (pylons, ropes, chairs etc.)

Activity 3: Forbidden Forest

- Two 20-foot-long ropes for each team
- Blindfolds for each person

OBJECTIVES:

4-H members will be able to:

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

**REFLECT:**

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

APPLY:

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

DO:**Activity 2: Bumper Cars**

- Ask the group “Has anyone ever driven a car?” Now is your big chance. But, since we are making this special chance available to you, you will need to be very careful with your car. Your car trusts you to drive carefully and not crash into other cars. It is an expensive and sporty car, so please be careful.
- Everyone will need to find a partner. In the pair, one person is the car, one is the driver. The “car” will keep their eyes closed while the driver drives around.
- The driver’s goal is to drive around during an allotted time (two minutes) without any crashes. The driver will tell the car to move forward by placing both hands on the shoulders. To stop, the driver will tap in the middle of their shoulders. To turn right, tap the right shoulder, and to turn left, tap lightly on the left shoulder. The driver and car may not talk.

REFLECT:

Activity 2: Bumper Cars

- What was more difficult, being the driver or the car?
- Did you feel unsafe?
- If you were a car, did you trust your driver?

APPLY:

- How does this relate to working with groups?
- How did you learn to trust your partner?
- How did communication help you and your partner?

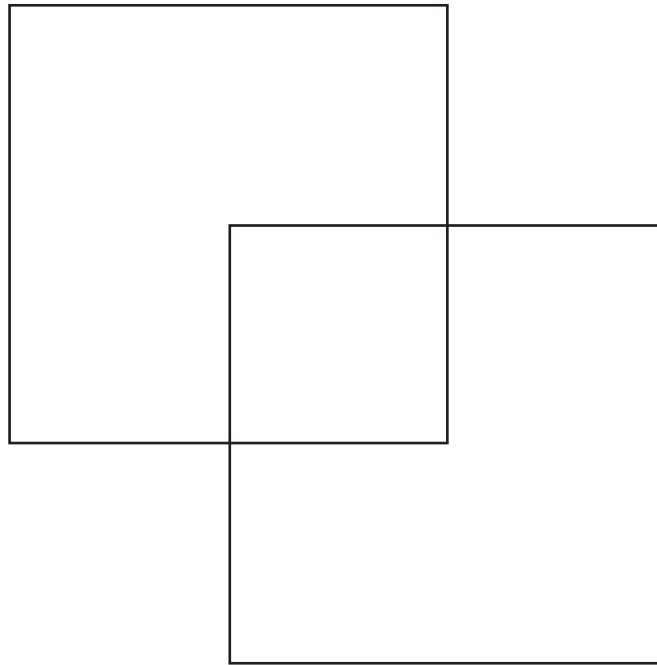
DO:**Activity 3: Forbidden Forest**

- Divide the group into teams and tell them that the teams will work independently to accomplish the same goal.
- Separate the teams to allow enough room for each team to work.
- Give each team two ropes.
- Ask the participants to put on their blindfolds.
- Read the following aloud:
- **The Scenario:** Your group is on a youth leadership development retreat in Deep East Texas. During free time in the afternoon, your team wanders away from the retreat facilities into the Forbidden Forest behind the campgrounds. Imagine the sights and sounds of the forest. The wind blows softly against your face and the song of the mockingbird ringing in your ears. Your group is having such a good time laughing and playing in the forest that you continue deeper into the woods and begin to lose track of time. Suddenly, your group stumbles upon some strange plant and the entire group becomes blinded (hence, the blindfolds). Meanwhile, back at the camp, the retreat directors become worried about your group and send a rescue helicopter to find you.





- **The Challenge:** To be saved, your group must make the universal rescue sign of the Piney Woods. You only have two ropes to make the symbol before night falls and wild animals begin to attack.
- **The Symbol:** The woods rescue symbol is made up of two perfect squares of equal size. The two squares must overlap, and the intersection of the two squares must form a common square whose sides are one half the length of the sides of the two bigger squares. HINT: the common square should be exactly one-fourth the size of either of the larger squares. It will look like this, but do not show the teams until they have successfully completed the task or unless time is a factor.



REFLECT:

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

APPLY:

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

REFERENCES:

- Putting the Pieces Together, Texas A&M AgriLife Extension Service, Texas A&M University, 4-H 11-1, 10-04. Chapter 2.
- Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-age Programs, by William J Kriedler and Lisa Furlong, page 124



MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ✗ ⊗ ⊖ ⊕

4-H Explore
Project Book Evaluation - Personal Leadership Development

1. Please read the statement in the left column of the table below. For each item listed below, mark the number in the left column for your level of understandg BEFORE the program; then mark the number in the right column for your level of understanding AFTER the program.

LEVEL OF UNDERSTANDING: 1 = Poor, 2 = Average, 3 = Good, 4 = Excellent	BEFORE				AFTER			
As a result of participating in the Personal Leadership Development Project lessons and activities...	1	2	3	4	1	2	3	4
I understand there are different leadership styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the importance of setting goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the connection between self-esteem and self-confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that everyone learns differently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that there are different decision-making methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand resiliency and working toward a goal, even when it may be difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. For each statement below, fill in the bubble that best describes you.

INTENTIONS TO ADOPT: As a result of participating in the Personal Leadership Development Project lessons and activities...	Yes	No	Unsure
I can recognize leadership styles that should be used in certain situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will write SMART goals in an effort to work toward a dream of mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will work toward building up my own self-esteem and help others improve theirs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to use the VAK learning styles tools I learned to become a more effective communicator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can work cooperatively in a team to make a decision by using the appropriate decision making method.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can recognize change in my life and identify strategies to manage the change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. For each statement below, fill in the bubble that best describes your level of agreement with the following statements.

BEHAVIOR CHANGES: As a result of participating in the Personal Leadership Development Project lessons and activities...	Strongly Disagree	Disagree	Agree	Strongly Agree
I am more comfortable working in a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more willing to listen to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more comfortable speaking with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more confident in my abilities as a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ✗ ⊗ ☐ ⊙

3. What is the most significant thing you learned in the Personal Leadership Development project?

Please tell us about yourself.

Gender: Female Male

I consider myself to be: African American White
 Asian American Other
 Native American

I consider myself to be: Hispanic Non-Hispanic

Grade: 3rd 5th 7th 9th 11th
 4th 6th 8th 10th 12th

Most of the time, you live . . .

<input type="radio"/> Farm or ranch	<input type="radio"/> Suburb of city between 50,000
<input type="radio"/> Town less than 10,000	<input type="radio"/> Central city/urban center with more than 50,000
<input type="radio"/> City between 10,000 - 50,000	

Please provide any additional comments below.

