

A library of activities
for inside and outside
the classroom.

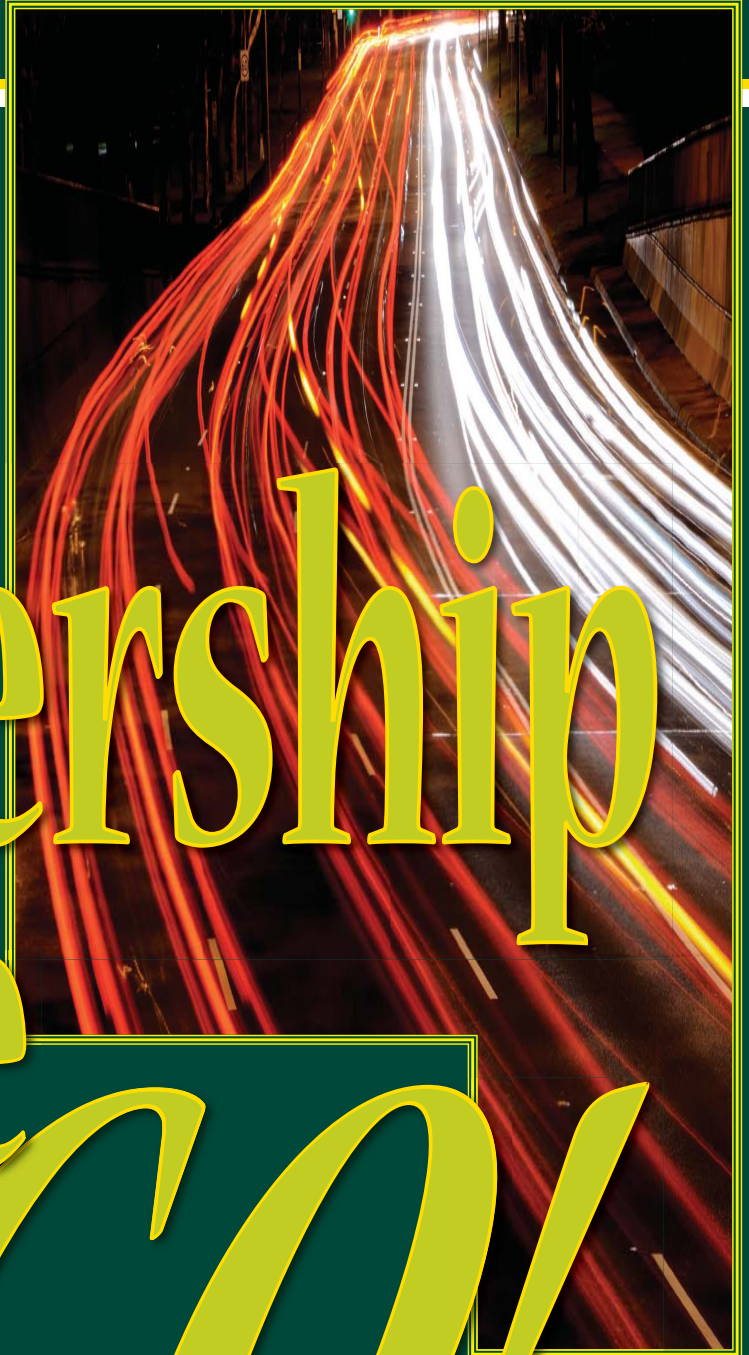
Leadership on the *GO!*

Fast,

Focused,

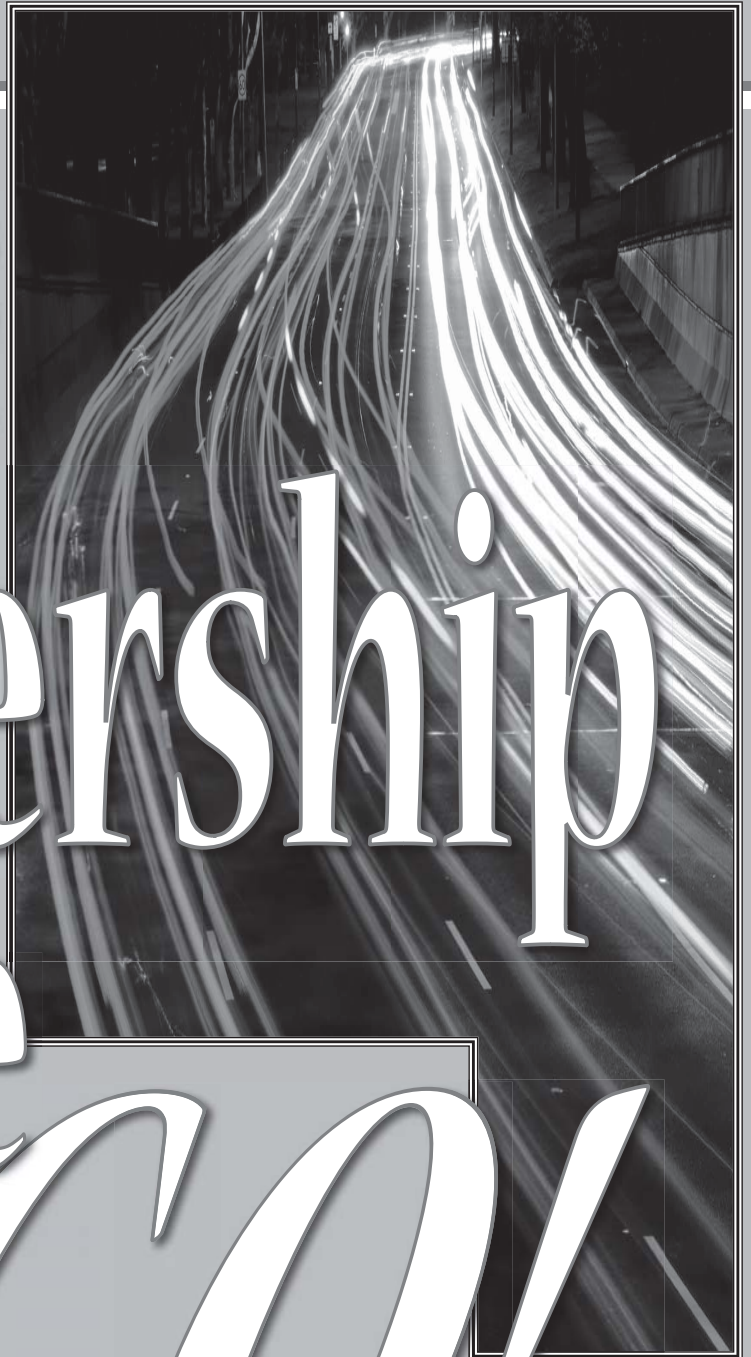
Effective!

Listen. Lead. Learn!



A library of activities
for inside and outside
the classroom.

Leadership on the GO!



© 2009 National FFA Organization

*It is illegal to reproduce copies of this
material without written permission from
the National FFA Organization or the
United States Department of Agriculture.*

Listen. Lead. Learn!

Leadership On the Go!: Foreword

Listen. Lead. Learn!

Leadership on the GO!

Do you ever have 15 minutes left in class and don't have time to start a new lesson? Or, do you want to give your students a chance to lead during FFA events or while practicing for CDE events? *Leadership on the GO* is a great grab-and-go resource to have at your fingertips.

Our brains are wired to be stimulated in three ways: Auditorily, visually and kinesthetically. These activities emphasize one or more of these areas as well as identify and build on students' natural intelligences. The activities within allow your students to *Listen. Lead. Learn.* Listen to the directions, lead by doing the activity and learn about themselves and one another while honing their leadership skill sets. Activities focus around icebreakers, team building, communication, relationships and problem solving.

As a valuable way to provide leadership experiences in this fast-paced world, this activity book was created by the LifeKnowledge Center for Agricultural Education as a special project of the National FFA Foundation with the support of our Founding Partners John Deere, Monsanto, the National Pork Board, Chevrolet, Cargill and our Supporting Partner Merial.

Are you looking for a great activity to incorporate communication or team building? Look no further. Each activity is broken out into the following sections:

Title: Name of activity.

Description: A brief summary of the activity.

Directions: Step-by-step directions about how to perform the activity.

The Connection Questions: To help the participants debrief the experience.

Wrap-up: A scripted conclusion to end the activity.

Quick Reference: Provides the amount of time needed, the number of students to be involved, ideas about where and when to use the activity and any supplies needed.

Research Methodologies: Lists the correlations between the LifeKnowledge Precept and Sign of Success activities as well as the modalities and multiple intelligences involved.

LifeKnowledge Reference: Provides a LifeKnowledge lesson number to supplement the *Leadership on the GO* activity.



Contents

Foreword

Leadership on the GO!.....III

Ice Breakers

Assessing Others' Assets 3

ABC's of ME..... 5

Got Your Number 7

Match & Meet 9

Team Building

Attitude Cheer..... 13

Cat Got Your Tongue? 15

Create Your Own
Team Building Activity 17

Trust Trail 19

Human Checkers 21

Leader vs. Follower 23

Leadership Island 25
Team Building: AS.1 27

Star Power 29
Team Building: AS.2 31

Communication

Making PB&J 35

Modeling Communication 37

Communication Trial 39
Communication: AS.1 41
Communication: AS.2 43
Communication: AS.3 45
Communication: AS.4 47
Communication: AS.5 49

Crazy Communication 51

Communication: AS.6..... 53

Picture Perfect Communication... 55

Questioning Skits 57

Telephone and the Rumor Mill.... 59

Think on Your Feet..... 61
Communication: AS.7..... 63

Relationships

Barrier Balloon Bash 67

Lean on Me 69
Relationships: AS.1 71

Bartering Basics..... 73
Relationships: AS.2 75

What is Civic Leadership? 77

Problem Solving

Talk it out! 81
Relationships: AS.3 83

Tennis Ball Collaboration..... 85

Boggling Brainstorming 87

Determining your Destination 89

Hidden Pirate Map 91

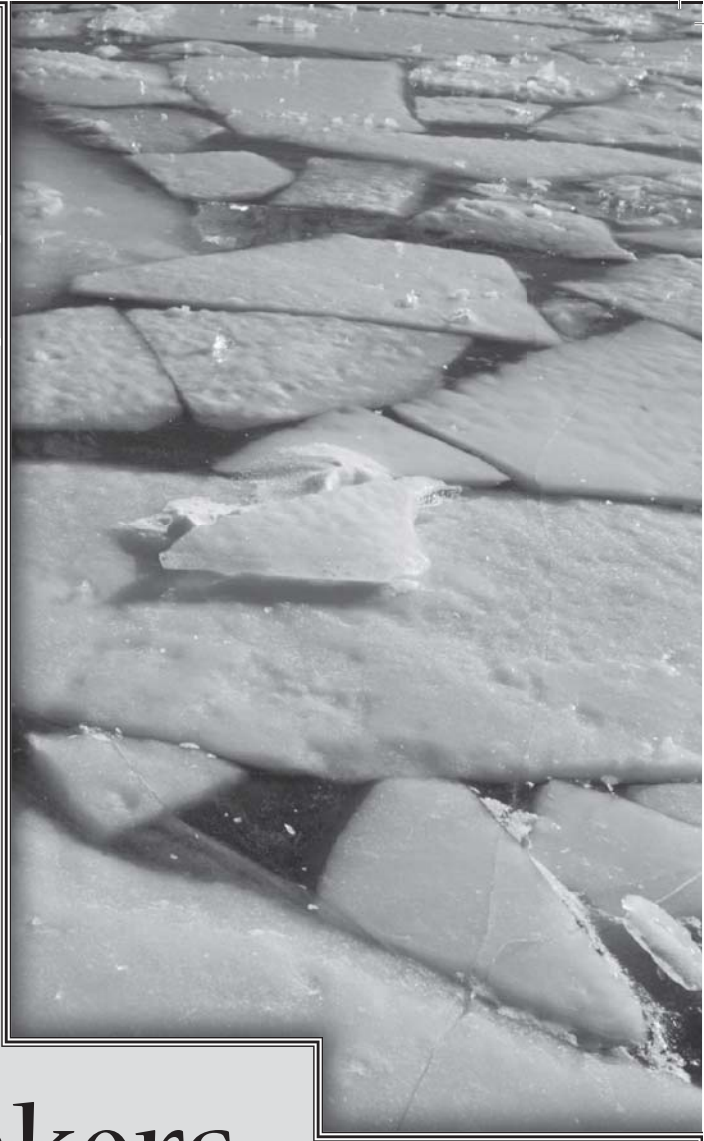
Pyramid of Teamwork 93

Life is a Road Trip 95

Glossary

..... 97-100

Listen. Lead. Learn!



Ice Breakers

- Assessing Others' Assets
- ABC's of Me
- Got Your Number
- Match and Meet

Focus Area: Ice Breakers

Assessing Others' Assets

Description

Throughout life it is critical to be able to assess the personal assets of those around us, whether we need to find the right person to hire or take advantage of a skill or trade someone around us possesses. We can build teams based on others' skillsets. This activity is going to focus on finding, bringing out and understanding strengths of others and their human potential. During this activity, students discover how difficult it can be to identify the strengths of the people around them.

Directions

1. Pass out one index card to each student.
2. Instruct each student to think about his/her personal assets, strengths, human potential and to identify their best assets.
3. Now narrow it down to one and, using capital letters, instruct them to write the asset on their index card.
4. To signify completion, ask them to place a pencil behind their ear when they are done.
5. Collect each person's card.
6. *"Now we are going to see how good we are at identifying human potential."*
7. Shuffle the deck of strengths.
8. Give each student back a different card. (Ask the students to raise their hand if they received their own card back, and swap it with another)
9. *"You will have 30 seconds to track down the owner of the card in your hand asking only yes or no questions." (You may not ask pointed questions such as "Is this your card?" Try to ask questions about the strength.)*
10. At the end of 30 seconds, ask for a show of hands to see how many were able to complete the task. (Usually less than 50 percent will find their owner. In a smaller group, more will find their owner.)



Quick Reference

Time 10 min

Number of Students 10+

Usefulness

- ➔ Before a group activity requiring cooperation
- ➔ Retreat

Supplies

- ➔ Index cards- one per participant
- ➔ Writing utensil

The Connection Questions

1. How many think we would have been able to match them if we did this with all of the students in your grade or all of the agricultural education students?
2. Why was it difficult to match the personal asset?
3. How would matching a physical asset be easier?
4. Are physical assets usually valuable when it comes to getting a project or task done?
5. What are some ways we may develop a better understanding of one another's human potential?

Wrap-up

We all have great personal assets to share with this group, the chapter and our community. We usually do not spend time looking for the strengths of others. Let's learn to observe and take note of personal assets in the individuals around us. Utilizing each others' personal strengths is the most efficient way to complete a task.

Research Methodologies
Precept H. Social Growth ➔ H1. Acknowledge that differences exist among people J. Mental Growth ➔ J1. Think Critically
Modalities ➔ Kinesthetic
Multiple Intelligences ➔ Interpersonal



LK Extension

HS.101- Learning to Assess Others' Strengths. *It would also be valuable to refer the students to lesson HS.100-Human Potential to remind them of their own personal strengths.*

Ice Breakers

Personal expression is continually relevant in developing individuality and confidence. In this activity students will use the letters in their name to describe themselves, their goals, hobbies or interests.

1. Give the students a piece of paper.
2. Instruct them to creatively display their name and write words or sentences describing themselves.
3. Each word or phrase should spell out the letters of their name. (i.e., like an acrostic poem)
4. Encourage the students to be artistic and informative in their ABC's of ME.
5. Allow each student to share what they have written.
6. Post the drawings around the room.

Never failed a class in school



1. What did you learn about yourselves?
2. Was it hard to come with goals which involved the letters of your name?
3. What did you learn about someone else?

Well done and thanks for sharing! I know I just learned a few things I didn't know before. As we learned today everyone has a uniqueness that makes each of us special in a different way. We learned new things about our peers and perhaps were reminded of their traits or qualities we had forgotten about. As we look at everyone's names around the room let us remember each personality plays a vital role to the dynamics of the group.

- ➔ Paper
- ➔ Markers

Focus Area: Ice Breakers: The ABC's of ME

Ice Breakers

Research Methodologies

Precept

D. Character

- ➔ D4. Respect others

B. Relationships

- ➔ B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability and listening.

Modalities

- ➔ Visual,
- ➔ Kinesthetic

Multiple Intelligences

- ➔ Interpersonal
- ➔ Intrapersonal



LK Extension

HS.10- Defining Core Values

Listen. Lead. Learn!

Got Your Number

Description

Try this interactive icebreaker and help your teammates or group get to know one another in a more memorable and fun way than simple introductions.

Directions

Ahead of time, prepare instructions on slips of paper and place them in a box.

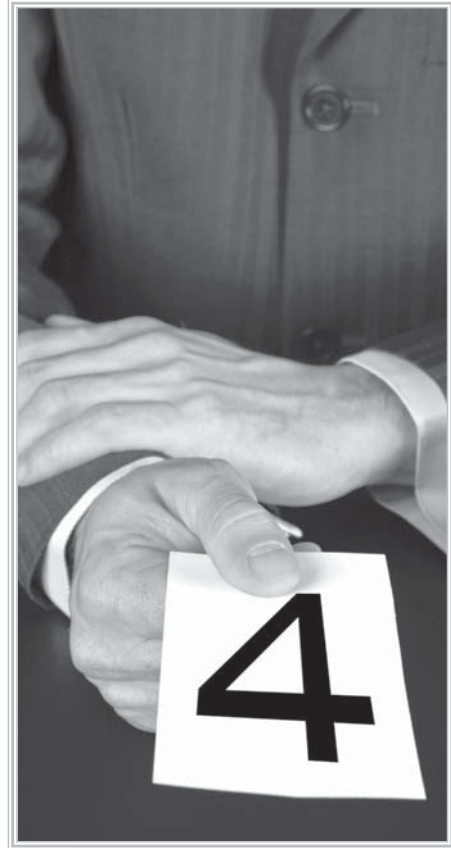
For example:

- *Find out the middle name of 4*
- *Exchange shoe sizes with 2*
- *Find out if 5 has any pets*

1. As participants arrive, each gets a number that he or she wears in an easy to see place.
2. Pass out one slip of instruction to each participant.
3. Allow them to begin mingling, encourage them to write down the answers they discover so they can be shared.
4. When they've found out the answer to their first slip of instruction they should return it and get another from the box.
5. Allow them to continue discovering new facts about each other until everyone has met five or six people.

The Connection Questions

1. What did you discover about someone in the group that you didn't know before?
2. Why is it important to get to know these small facts when building relationships?
3. What would be the advantages or disadvantages if all group members' answers were exactly the same?



Quick Reference

Time 15 min

Number of Students 15+

Usefulness

- ➔ Working with other chapters
- ➔ Getting to know PALS students
- ➔ In a large group retreat setting

Supplies

- ➔ Slips of paper with many different instructions on them
– the more participants the more instructions you will need

Focus Area: Ice Breakers: Got Your Number

Ice Breakers

Wrap-up

Thanks for sharing personal facts with one another. Let's remember as we continue to work together that it is important to get to know one another and respect and be thankful for our differences.

Research Methodologies
Precept B. Relationships ➔ B2. Interact and work with others H. Social Growth ➔ H1. Acknowledge that differences exist among people
Modalities ➔ Kinesthetic ➔ Auditory ➔ Visual
Multiple Intelligences ➔ Interpersonal



LK Extension

MS.32- The need for positive relationships

MS.36- Understanding ways people are different

Match & Meet

Description

This activity is great for situations when people are not familiar with one another or use as a fun way to establish partners. It is a matching game, which can be done a variety of ways, achieving the same results.

Directions

1. Write the names of character couples on pieces of paper.
2. Tape one character name to the back of each person.
3. Participants can only ask yes or no questions to other participants to find out the name of the character taped to their back.
4. Once they discover who they are they need to find their character mate.
5. If the situation allows, have the couples introduce each other to the group. If you are dealing with a very familiar group have them tell a story about one another or an interesting fact.

Character Examples

- Mickey and Minnie Mouse
- Fred and Wilma Flintstone
- Bert and Ernie
- Lilo and Stitch
- Barbie and Ken
- Mary Kate and Ashley Olson
- Pocahontas and John Smith
- Hannah Montana and Miley Cyrus
- Lois and Clark



Quick Reference

Time 5 min

Number of Students..... 10+

Usefulness

- ➔ Retreat
- ➔ Classroom

Supplies

- ➔ Index cards
- ➔ Tape
- ➔ Writing utensil

The Connection Questions

1. Was it hard to figure out who you were?
2. Did anyone ask you a question that was not a yes or no question? How did you respond?
3. Were there any characters in which you were unfamiliar?
4. What would have made this activity easier?
5. Who had the hardest time finding their match? Why?

Wrap-up

Great job at finding your match. Let's consider effective communication. Asking only "yes" or "no" questions may not be the best way to find a comprehensive answer to your question. Isn't it interesting that each character set evokes a different reaction from us and may spark a memory, image or song?

Research Methodologies

Precept

A. Action

➔ A5. Communicate effectively with others.

H. Social Growth

➔ H2. Present self appropriately in various settings.

Modalities

➔ Kinesthetic

Multiple Intelligences

➔ Bodily-Kinesthetic

➔ Interpersonal



LK Extension

HS.2- Defining Personal Growth

Listen. Lead. Learn!



Team Building

- Attitude Cheer
- Cat Got Your Tongue
- Create Your Own Team Building Activity
- Trust Trail
- Human Checkers
- Leader vs. Follower
- Leadership Island
- Star Power

Focus Area: Team Building: Attitude Cheer

Team Building

Attitude Cheer

Description

How many times have we heard attitude is everything? Help keep attitude in the front of everyone's mind by creating an attitude cheer. This activity will stimulate creative kinesthetic actions to get the group's energy flowing.

Directions

Preparation: Get the group moving and shaking by saying common cheerleader phrases such as "Ready, Okay!", "Let's Go, L. E. T.S -G. O. Let's Go! Let's Go!" and "Go Team!" Engage participants in your enthusiasm.

1. Divide into groups of four.
2. Instruct each group to develop a cheer to boost team attitudes.
3. Encourage cheers to include movements, resembling something the cheerleading squad would create.
4. Give each group five minutes to create their cheers.
5. Allow each group time to share their cheers with the group.
6. Congratulate each group as they perform.
7. If time allows, have each group teach their cheer to everyone else.

The Connection Questions

1. What was the most difficult part of creating the cheer?
2. How did you memorize it? How did the motions help?
3. Starting with the first group, what was the key message about attitude in each cheer?
4. How do the attitudes you just cheered about dictate your day-to-day life?



Quick Reference

Time 20 min

Number of Students..... 10+

Usefulness

- ➔ Classroom
- ➔ Officer Retreat
- ➔ Team Conflict Resolution

Supplies

- ➔ Open space to perform cheers

Wrap-up

It has been exciting watching and learning each groups' cheer. Many people in the world seem to use the word "attitude" insignificantly in conversation, usually focusing on its negative aspects. As we have learned, attitude carries extraordinary power to boost a team's ability to work effectively and efficiently. As we live each day, let's continue to observe our behaviors and ensure they will have a positive effect on the attitudes of others.

Research Methodologies
Precept D. Character ➔ D1. Live with integrity ➔ D4. Respect Others
Modalities ➔ Kinesthetic ➔ Visual ➔ Auditory
Multiple Intelligences ➔ Bodily-Kinesthetic ➔ Linguistic ➔ Spatial ➔ Interpersonal



LK Extension

HS.74- The Importance of Attitude

Cat Got Your Tongue?

Description

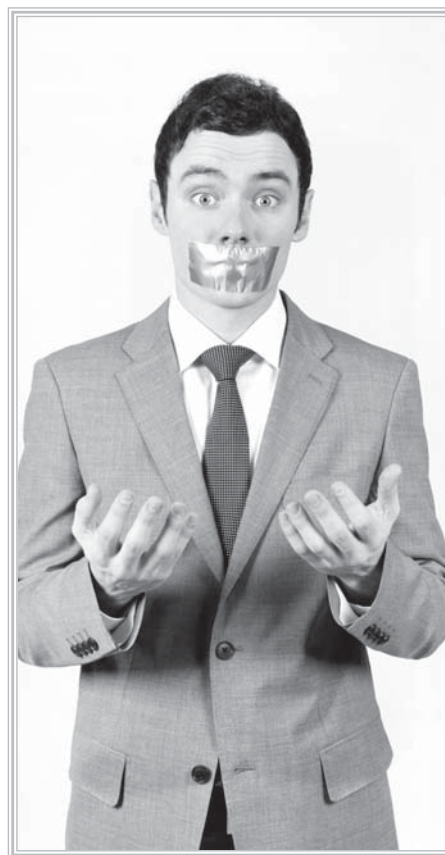
This activity is a series of tasks to be completed without talking. Participants must use non-verbal communication to complete each task in a timely manor.

Directions

1. Divide the group in two (if the group is small do all activities as a whole).
2. Without any talking, complete the following tasks. The first team to complete each task gets one point. The team with the most points at the end is the winning team!
3. Instruct the participants to do each task declaring a winning group before announcing the next task's criteria.
 - *Line up by height.*
 - *Organize yourselves by eye color.*
 - *Line up by the length of your hair.*
 - *Organize yourselves according to the number of siblings in your family.*
 - *Line up by shoe size.*
 - *Line up by the month you were born.*
 - *Line up by the day you were born.*
 - *Line up alphabetically by the street on which you live.*

The Connection Questions

1. What was challenging about each task?
2. Since you couldn't talk, what types of things did you have to do to communicate?
3. Was the first task easier than the last? If so, why?
4. What did you learn about your classmates during this activity that you did not know before?



Quick Reference

Time 10 min

Number of Students..... 6+

Usefulness

- ➔ Discussing the importance of building community relationships
- ➔ Before a sponsorship drive
- ➔ Finding community members to help with SAEs

Focus Area: Team Building: Cat Got Your Tongue?

Wrap-up

During this activity we learned a lot about each other and honed our ability to communicate effectively without saying a word. This activity also helped us understand the importance of non-verbal communication and working together as a team. Great job!

Team Building

Research Methodologies

Precept

- A. Action
 - ➔ A5. Communicate effectively with others
- B. Relationships
 - ➔ B2. Interact and work with others
 - ➔ B5. Participate effectively as a team member
- H. Social Growth
 - ➔ H1. Acknowledge that differences exist among people

Modalities

- ➔ Visual
- ➔ Kinesthetic

Multiple Intelligences

- ➔ Spatial
- ➔ Interpersonal



LK Extension

HS.77- Communication methods on teams

Create Your Own Team Building Activity

Description

Are you tired of the same leadership activities time after time? Allow this activity to help your leadership gurus perform at the top of their game. Participants will demonstrate the ultimate leadership abilities by crafting their own activities.

Directions

This can be a challenging exercise and may be best used after other leadership activities and instruction.

1. Divide a larger group into smaller groups of five.
2. Give groups 15-20 minutes to come up with a challenging small group activity.
3. The catch: The activity should be one that the group believes it can do better than any other group!
4. After each group has developed their activity bring all groups together and take turns presenting their activity/challenge.
5. Groups earn points if:
 - a. No other group can beat them at their activity (+2)
 - b. Can do another group's activity better than the creators (+1)
6. To help groups succeed, the facilitator should check in with the progress during planning. Help with ideas or problem-solving strategies if the group is struggling.
7. Encourage creative out-of-the-box thinking, e.g. singing, dancing, joke-telling, non-verbal, as well as physical or mental-type challenges.



Team Building

Quick Reference

Time..... 60 minutes

Number of Students..... 15+

Usefulness

- ➔ Final activity on a Leadership Retreat
- ➔ Leadership Training

Supplies

- ➔ None in particular, but if you throw in a few random items it may make for more interesting challenges.

The Connection Questions

1. How was this activity different from other leadership challenges in which you have been involved?
2. How did you decide what your group's challenge/activity was going to be?
3. What was the hardest part about creating an activity?
4. How does this reflect real-life leadership roles?

Focus Area: Team Building: Create Your Own Team Building Activity

Wrap Up

This was harder than it sounded – this type of creative leadership requires all elements of team work including creativity, communication, trust, problem-solving and time management. To be a successful leader you must lead by example and capitalize on others' and your own strengths.

Team Building

Research Methodologies
Precept
O. Flexibility/Adaptability
➔ O4. Experiments and takes risks
B. Relationships
➔ B5. Participate effectively as a team member
Modalities
➔ Visual
➔ Auditory
➔ Kinesthetic
Multiple Intelligences
➔ All



LK Extension

AHS.37- Teaching Others

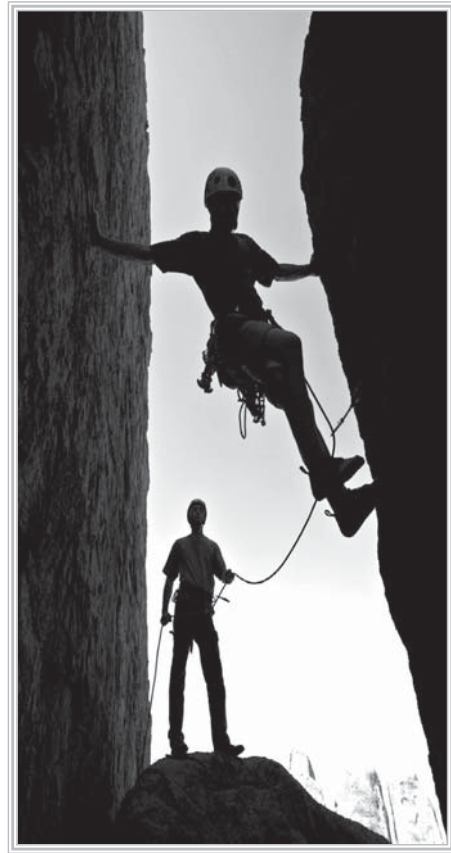
Trust Trail

Description

Earn trust within the group. In this activity the group gains the trust of one volunteer as they lead them through the Trust Trail by their auditory rhythmic abilities.

Directions

1. Ask for one volunteer from the group.
2. After a volunteer has been established, give the entire group insight to what is going to happen.
3. As a group, we will lead our volunteer through an obstacle course, located right here in the room.
4. Ask the volunteer to wait outside the room while the group constructs the course.
5. Be sure the volunteer is out of the room before you reveal the next step to the rest of the class.
6. The goal is to build an obstacle course for the volunteer—from the door to the other side of the room. Use desks, book bags, or other moveable items in this room. (The volunteer cannot step up on anything; however, he or she can step over items. At this time, let the students know which things are off limits.)
7. Give the group three minutes to arrange the room into an obstacle course. Instruct them to be very quiet so the volunteer won't hear what is going on.
8. After the course is built, make sure everyone is clear on the route to be taken by the volunteer, have someone from the group walk the path once or twice so everyone knows the way.
9. Step out and blindfold the volunteer without letting him or her see the obstacle course.
10. Bring the blindfolded volunteer in the room.
11. Explain to the entire group how they will lead the volunteer through the course
 - a. *Clapping hands continuously means to continue in the same direction.*
 - b. *Snapping fingers means to proceed with caution, there is an obstacle ahead.*
 - c. *Stomping feet means to step over something.*
 - d. *"Shhhh," means you are not going in the right direction, and you need to try another direction until you hear the group reply.*



Quick Reference

Time 15 minutes

Number of Students 5+

Usefulness

- ➔ Classroom
- ➔ Officer Retreat

Supplies

- ➔ Desks, chairs, book bags, (i.e. objects to build the obstacle trail)
- ➔ Blindfold

Focus Area: Team Building: Trust Trail

12. Review the methods of communication with everyone.
13. Continue the activity until the group successfully leads the volunteer through the obstacle course.
14. When the volunteer has completed the course, lead the group in a big round of applause.
15. Take the blindfold off and let the volunteer see the course.
16. Give the group one minute to put the room back in order.

The Connection Questions

For the volunteer:

1. Did you feel like you trusted the class during the activity? Why or why not?
2. Were there any specific times your trust for the group was not quite as strong as it could have been? Why or why not?

For everyone:

1. How does this activity relate to trust?
2. What was the hardest part about communicating the path to the volunteer?
3. How could the group gain the volunteer's trust?
4. How could the group lose the volunteer's trust?
5. Which is easier: To gain trust or to lose it?

Wrap Up

Today we conducted a risky activity and measured our trustworthiness. This activity helped us to see how to trust others, gain others trust and to discover the importance of trusting relationships.

Research Methodologies
Precept B. Relationships ➔ B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability and listening ➔ B5. Participate effectively as a team member
Modalities ➔ Auditory ➔ Kinesthetic
Multiple Intelligences ➔ Spatial ➔ Musical ➔ Bodily-Kinesthetic



LK Extension

HS.61 - Earning Trust

Human Checkers

Description

In this game of checkers, two people are the players and the others are the game pieces. Players and game pieces problem solve together to conquer the other team. Human checkers demonstrates the strategic process of accomplishing goals and brings to realization the acceptance of failure.

Directions

Preparation: Create a board with masking tape on the floor 8 squares by 8 squares; marking every other one differently, distinguishing on which blocks each team may travel. Also, distinguish teams visibly with stickers, nametags, hats etc.

1. Select 24 people to be game pieces.
2. The remaining people will be the players, taking turns moving "checker pieces."
3. The players will tell their "pieces" where to move.
4. In the event of a jump, the pieces will play leap-frog with one another to move from place to place.
5. When a piece reaches the opponent's back row (the King Row), it becomes a king, a piece that was just "kinged" cannot continue jumping pieces, until the next move.
6. To distinguish kings, a royal crown could be made out of paper or another person could be added to the spot and move together.
7. Continue playing checkers until one team is eliminated.

The Connection Questions

1. How was strategy involved in checker "piece" movement?
2. Why was working together important?
3. How did the other team's movements distract you from your goals?
4. What barriers in our lives distract or alter our goals?
5. How do/can we deal with these obstacles in our personal lives?



Quick Reference

Time 30 Min

Number of Students..... 26+

Usefulness

- ➔ Classroom
- ➔ First FFA Meeting of the year

Supplies

A way to distinguish teams.

- ➔ Masking tape to make a board on the floor (for an 8 by 8 grid).
- ➔ Optional – paper crowns

Wrap Up

Just as this game of checkers has shown us how to strategize and conquer obstacles on the way to the other side of the board, let's take this lesson with us as we set goals and evaluate our journey across the checkerboard of life.

Research Methodologies

Precept

N. Decision Making

- ➔ N1. Demonstrate the decision making process
- ➔ N2. Demonstrate problem solving skills

B. Relationships

- ➔ B2. Interact and work with others
- ➔ B5. Participate effectively as a team member

Modalities

- ➔ Visual
- ➔ Kinesthetic

Multiple Intelligences

- ➔ Spatial
- ➔ Interpersonal
- ➔ Logical-Mathematical



LK Extension

HS.81- Decision Making in Groups

Leader vs. Follower

Description

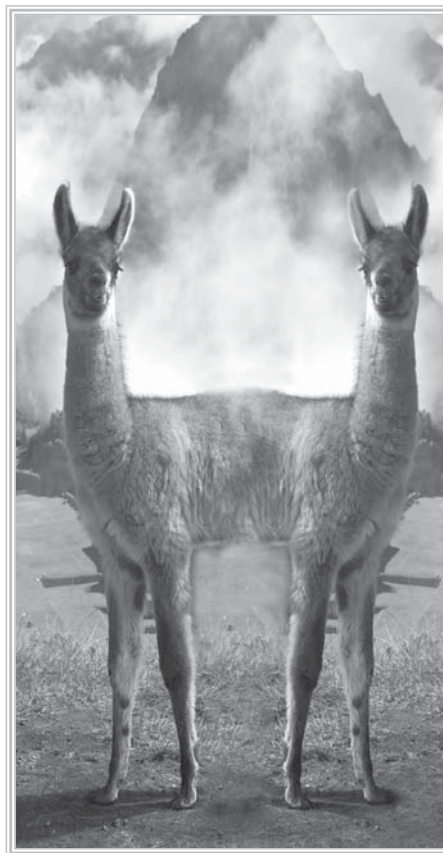
Sometimes we must be leaders and other times we must take on the role of follower. To be a good leader you need to know how to follow. In this activity participants will demonstrate team building skills and better understand how to be both an effective leader and follower.

Directions

1. Divide the group into pairs.
 2. Pairs should sit face-to-face to one another.
 3. Now form a mirror of each other with your hands held out horizontally in front of you.
 4. There should be one to two inches between you and your partner's hands.
 5. Without any talking, begin moving your hands while still remaining a mirror of your partner.
 6. Give participants one minute to act as a mirror.
- Break for Connection Questions.*
7. Try it again but this time, switch roles, if you led, follow. If you followed, now it is your turn to lead.
 8. Give the participants another minute.

The Connection Questions

1. Think of the simplicity of a leader/follower relationship. How does it form?
 2. Who led?
 3. How did you decide who would be the leader?
 4. Followers, why did you decide to follow?
- Do the activity again switching roles, then ask the whole group:*
5. Tell me about how it was to switch your role?
 6. Do we all have the ability to lead and the ability to follow?



Quick Reference

Time 5 min

Number of Students 4+

Usefulness

- ➔ Retreat
- ➔ Classroom
- ➔ Before community service planning or activity

Supplies

- ➔ None

Wrap Up

This exercise showed us that we all have the ability to be leaders and followers. We must learn and understand when each role is appropriate in life. Even if the role we must assume is awkward or unnatural we must adjust and perform to the best of our abilities.

Research Methodologies

Precept

I. Professional Growth

➔ I3. Demonstrate exemplary employability skills

O. Flexibility/Adaptability

➔ O2. Manages change

➔ O3. Reacts with openness to feedback and professional growth opportunities

Modalities

➔ Kinesthetic

Multiple Intelligences

➔ Interpersonal

➔ Bodily-Kinesthetic



LK Extension

HS.64- Leader-Follower Relationships

Listen. Lead. Learn!

Leadership Island

Description

In this problem solving activity students will work together to decide the five most important characteristics of being a leader. They must express their decision through verbal justification in an attempt to come back to civilization from Leadership Island.

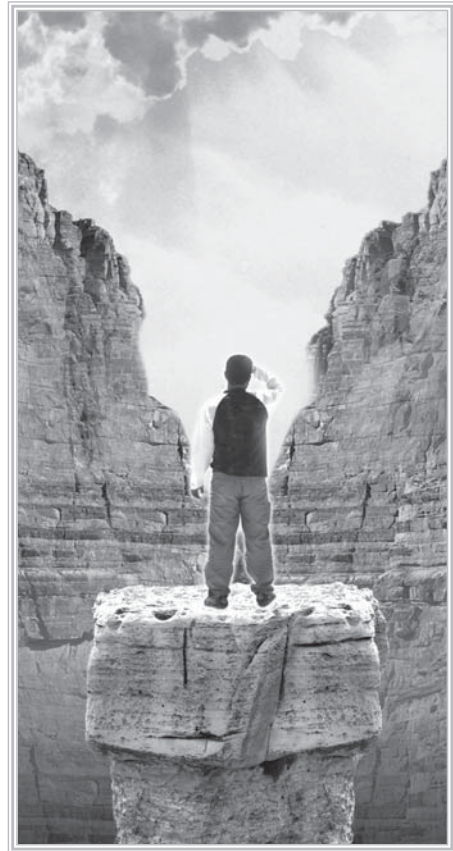
Directions

Preparation: Print copies of Team Building: AS.1 for each student

1. Handout "Leadership Trees" to each student.
2. Divide into small groups of three to five students.
3. Each group is to imagine they are stranded on Leadership Island. The only way to get back to civilization is to choose five leadership characteristics that you think are important to becoming successful.
4. Each group must pick five different characteristics from the trees and develop a convincing case as to why these characteristics will help them become successful in life.
5. Encourage each group to come up with positive reasons why their leadership characteristics will help them be successful. *(There is no set right or wrong answer.)*
6. Each group will pick one member to present their case to the Supreme Leader *(the instructor)*.
7. How convincing they need to be is up to the Supreme Leader, who has power over whether the group stays stranded or returns to civilization.
8. If the Supreme Leader determines the group has not developed a convincing case then they must return to Leadership Island and strengthen their argument.
9. Give each group six minutes to prepare their presentation to the Supreme Leader.

Example:

1. *Trustworthy - Needed in order to build both personal and business relationships.*
2. *Honesty - A key component to building trust.*
3. *Good listener - Necessary for developing an understanding of others needs.*
4. *Humor- People will enjoy being around you.*



Team Building

Quick Reference

Time 15 min

Number of Students 10+

Usefulness

➔ Classroom

➔ FFA

Supplies

➔ Team Building: AS.1- one per participant

➔ Optional treat for returning to civilization

Focus Area: Team Building: Leadership Island

5. *Team developer- The ability to put a team together can help accomplish more than someone working alone.*

The Connection Questions

1. What did you find most difficult about this exercise?
2. How did your team select the top five?
3. How did you eliminate other good characteristics?
4. Was there some negotiation involved among group members?

Wrap Up

As we know, there are many skills and attributes to being successful in life and as a leader. In this activity there really was no right or wrong answer it was all about how you communicated your choices to the Supreme Leader. You have all demonstrated great elimination, problem solving and communication skills. I want to welcome you all back to civilization!

Research Methodologies

Precept

F. Continuous Improvement

➔ F3. Use innovative problem solving strategies

J. Mental Growth

➔ J6. Persuade others

Modalities

➔ Auditory

Multiple Intelligences

➔ Linguistic

➔ Interpersonal

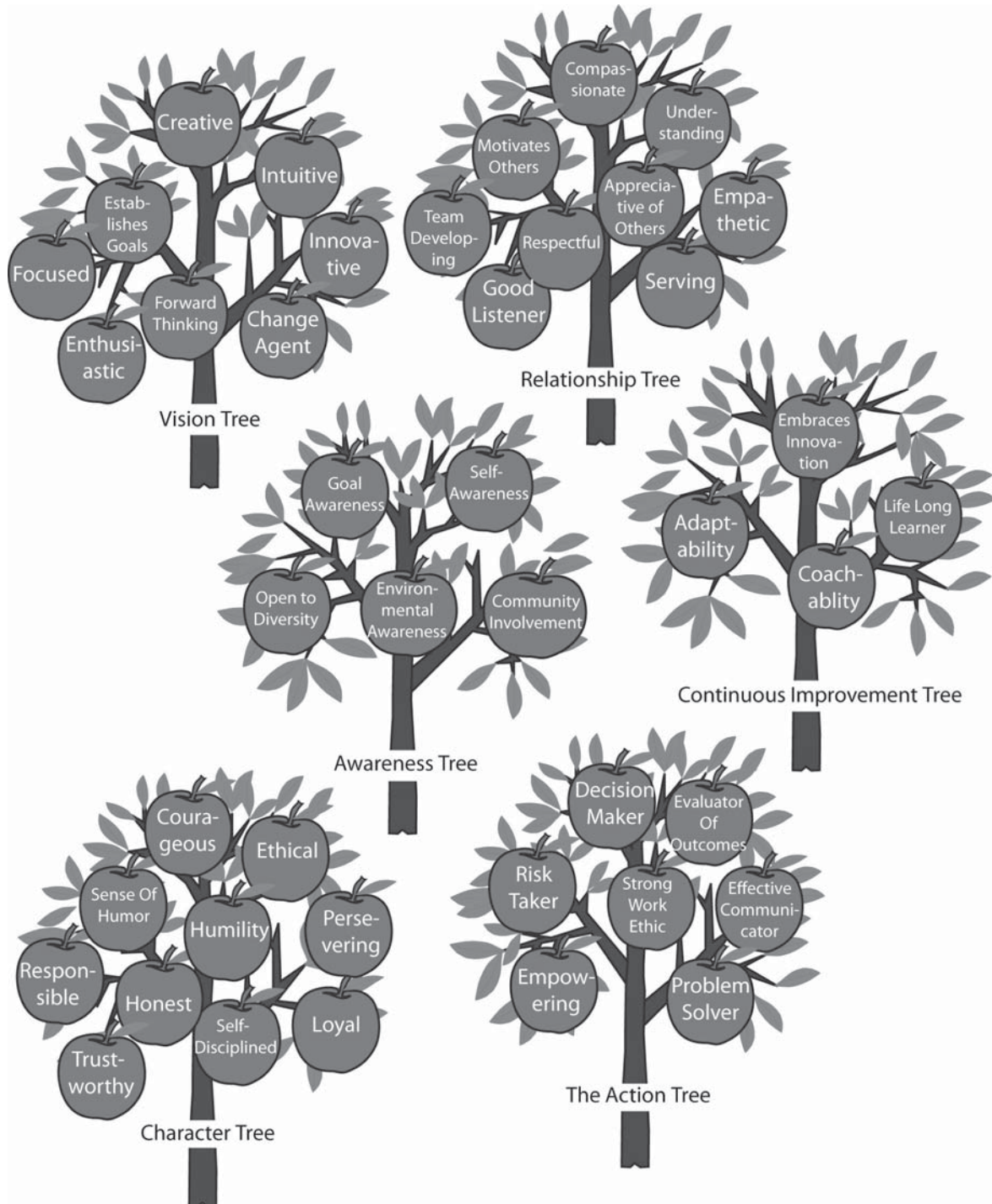


LK Extension:

HS.1- Defining Leadership

Leadership Characteristic Trees

The following is a list of trees and their characteristics. They are much like fruit trees only they produce characteristics that you can pick like you would apples or oranges. You can pick your characteristics from one tree or several.



Focus Area: Team Building: Leadership Island

Team Building

Star Power

Description

In this activity each group will be asked to set a goal of the number of stars they are able to cut out in a specific time. After they complete the activity, they will be asked to reassess their goal as a team and set a new goal with the new information they have discovered.

Directions

In this activity, students will perform the task once and then answer evaluation questions before they perform the task again. Copy one Team Building: AS.2 per group and be sure to have enough star patterns, scratch paper and scissors for each group.

1. Divide into groups of three to four.
2. Give each group a star pattern, scratch paper and scissors.
3. The goal is to cut as many stars as possible.
4. First, allow each group to set a S.M.A.R.T. goal for the number of stars they can cut out.
5. Give them three minutes to try to meet their goal.
6. After time is up, give each group five minutes to answer the evaluation questions on the Activity Sheet.
7. Then they should set another S.M.A.R.T. goal for the number they want to cut in three minutes and go through the process again.
8. When groups finish the second time follow the activity with Connection Questions.

The Connection Questions

1. What was the difference between the first time and second time?
2. How did answering the questions between the first and second time help your group?
3. How could you relate the process of evaluation to your personal goals?



Team Building

Quick Reference

Time20 min

Number of Students..... 6+

Usefulness

- ➔ Classroom
- ➔ Goal setting

Supplies

- ➔ Scissors
- ➔ Scrap paper
- ➔ Star patterns
- ➔ Team Building: AS.1- one per group

Wrap Up

This simple example showed us how much easier it was to reach our goal once we took a moment to evaluate where we were and where we would like to be. We discovered the value of assessing a situation and then moving forward with the end goal in mind. This is something we should do for each goal we set at school and in our personal lives.

Research Methodologies
Precept
A. Action
➔ A1. Work independently and in groups to get things done
➔ A2. Focus on results
F. Continuous Improvement
➔ F3. Use innovative problem solving strategies
Modalities
➔ Kinesthetic
Multiple Intelligences
➔ Logical-Mathematical
➔ Bodily-Kinesthetic

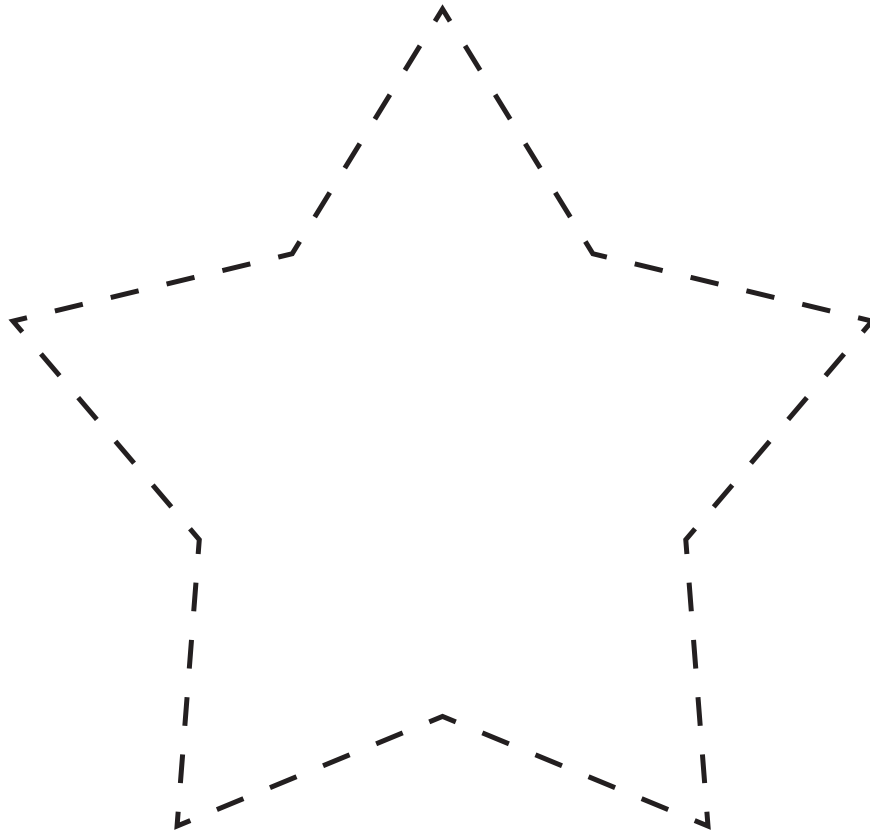


LK Extension

HS.47- Evaluating Plans and Goals

MS.15- Setting Goals

Activity Sheet: Star Pattern



Questions

Answer the following questions within your group. These questions will help you as you set a new goal to achieve.

1. What did we learn about the goal we set?
2. Is there anything that did not work the way we thought it would?
3. Is there anything we would have changed about the way we worked toward our goal?
4. Did we do enough work to accomplish our goal?
5. Is there something we can show or tell as a result of our work?

Focus Area: Team Building: Star Power

Team Building

Listen. Lead. Learn!



Communication

- Making Peanut Butter and Jelly
- Modeling Communication
- Communication Trial
- Crazy Communication
- Picture Perfect Communication
- Question Skits
- Telephone & the Rumor Mill
- Think on your Feet

Focus Area: Communication

Making PB&J

Description

This activity gives participants a real sense of the importance of communication, allowing them to rely on words alone. This is a great hands-on activity to help participants hone their communications skills.

Directions

1. Give each participant the task of writing down the steps to make a peanut butter and jelly sandwich.
2. Have the participants switch descriptions and pretend as though they do not know what is being described and physically do what is instructed on the piece of paper.

Alternative Option

1. Participants work in groups to come with directions on how to make PB&J.
2. Facilitator reads each set of directions aloud and performs each task as it is described.
3. Allow participants a chance to edit their instructions.
4. Facilitator tries again to make a successful peanut butter and jelly sandwich from the revised directions.

The Connection Questions

1. Why didn't the sandwich turn out like expected?
2. What assumptions did you make?
3. How does this example show us how we should work with and communicate with others, especially with those who we are unfamiliar?
4. Why is it important to have both good verbal and written communication skills?
5. What did writing a set of instructions show you about detail?



Quick Reference

Time30 min

Number of Students..... 5+

Usefulness

- ➔ Classroom
- ➔ Coaching Public Speaking

Supplies

- ➔ Peanut Butter
- ➔ Jelly
- ➔ Bread
- ➔ (non-edible alternatives)

Focus Area: Communication: Making Peanut butter & Jelly

Wrap-up

Who knew making a peanut butter and jelly sandwich could be so difficult? We didn't realize some of the effects that would come from a lack of communication such as frustration and complication. Through this exercise we learned the importance of patience and explaining exactly what we mean in writing. What great practice this was for clear communication in any career path!

Research Methodologies

Precept

A. Action

- ➔ A2. Focus on results
- ➔ A5. Communicate effectively with others

Modalities

- ➔ Visual
- ➔ Kinesthetic

Multiple Intelligences

- ➔ Spatial
- ➔ Interpersonal



LK Extension

HS.19- Visioning Skills

Modeling Communication

Description

This activity helps students understand the difference between one-way and two-way communication and allows each person to come to a conclusion on which way is more efficient in a hands-on activity.

Directions

1. Divide into groups of two.
 2. One person needs to be facing the front of the room while the other is facing the back or the rear of the room.
 3. Give one minute to arrange into their groups and face the appropriate directions.
 4. The person facing the back of the room needs a paper and a pencil or pen.
 5. The facilitator should draw a picture on a writing surface only those people facing the front of the room will be able to see.
 6. The person facing the front of the room is to explain the drawing to their partner, who is located beside them, but facing the opposite direction.
 7. The person facing the back of the room will draw the picture.
 8. Those facing the back of the room may not talk or turn around during the activity!
- Note: The easiest thing to draw is a series of connected geometric shapes, but you may draw anything you want. It also makes it easier if you draw the picture one step at a time. Letting the participants give directions between each shape.*
9. Continue in this fashion for about two minutes until you can see confusion about the instructions being given and variation in the drawings. Remind the students facing the back not to turn around, talk or ask questions.
 10. Compare pictures from the board.
 11. Turn the paper over and reverse roles. (The partner who was facing the board should face the back of the room now. The partner who was facing the back should be facing the board now.)



Communication

Quick Reference

Time 15 min

Number of Students..... 6+

Usefulness

➔ Classroom

Supplies

➔ Public drawing surface

➔ Paper

➔ Writing utensils

Focus Area: Communication: Modeling Communication

12. This time, the facilitator will draw a picture on the board, and the partner facing the board will give instructions. The only difference is that the person doing the drawing gets to ask questions.
13. Draw the same type of picture as before.
14. After a couple of minutes, when you see that class members have drawn their sketches and have tried a few clarifying questions, stop the activity and follow up with discussion.

The Connection Questions

1. Compare the first attempted picture to the picture on the board.
2. How accurate were the verbal descriptions given to the first student to draw?
3. What was most important for the one giving directions?
4. What was most important for the one receiving directions?
5. What would have made the activity easier?

Second portion:

6. Did this activity work better? Why?
7. What do we need to do as listeners when we are trying to understand important information?

Wrap-up

The second attempt to draw the picture from the board was significantly more accurate than the first go-around. Through our debrief we realize the essential need for two-way communication.

Research Methodologies

Precept

A. Action

- ➔ A5. Communicate effectively with others
- ➔ A8. Evaluate and reflect on actions taken and make appropriate modifications

M. Communication

- ➔ M4. Communicates appropriately with co-workers and supervisors

Modalities

- ➔ Visual
- ➔ Auditory
- ➔ Kinesthetic

Multiple Intelligences

- ➔ Interpersonal
- ➔ Spatial



LK Extension

MS.38- The Importance of Listening

Communication Trial

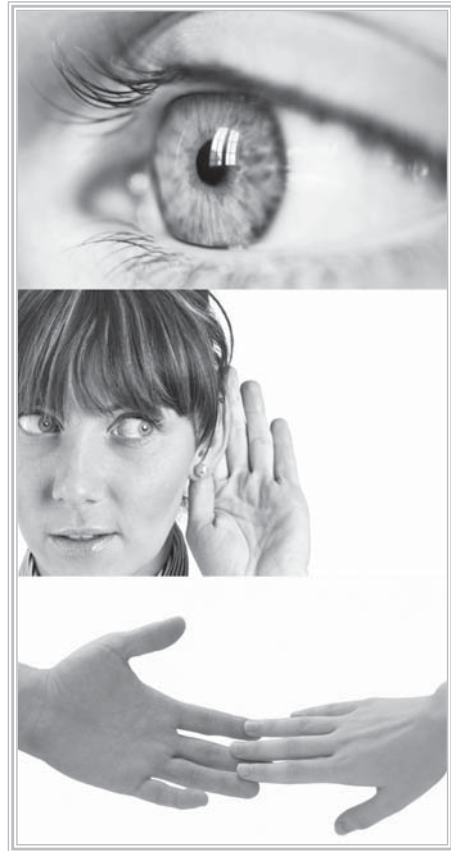
Description

This activity allows each student to discover the pros and cons of different types of communication and which components are needed for successful communication.

Directions

Have five different pictures available, one for each of the five volunteers.

1. Ask for five volunteers.
2. Give each volunteer a different picture and tell them they are to communicate what the picture is to the rest of the group.
3. Tell the rest of the group that each volunteer is going to communicate to you what their picture is in a different way.
4. Encouraged the participants to take notes, make a list and draw what they see or hear — whatever it takes for them to remember what each picture is about. Ask the participants to be as thorough as possible.
5. Volunteers, each using a different picture, will use the following types of communication:
 - *Volunteer one: Show the picture for 15 seconds around the room and then hide it.*
 - *Volunteer two: Verbally describe the picture.*
 - *Volunteer three: On a writing surface, write words describe the picture.*
 - *Volunteer four: Re-draw the picture on a writing surface.*
 - *Volunteer five: Act out what is happening in the picture without saying any words.*
6. Give a specific time limit such as, each volunteer, except volunteer one, gets 60 seconds to communicate their picture.



Communication

Quick Reference

Time20 min

Number of Students..... 5-25

Usefulness

- ➔ FFA
- ➔ Classroom
- ➔ Preparing for a presentation

Supplies

- ➔ Five different pictures of your choice (or you can use Communication: AS.1-5)
- ➔ Writing surface

The Connection Questions

1. Discuss what each picture looked like.
2. What different ideas or images did different people draw or write down for each picture?
3. Which form of communication were you able to understand best?

Focus Area: Communication: Communication Trial

4. What is important in good communication?
5. How did this activity show you how a blind or deaf person might interpret communication?
6. Draw conclusions as to which part of the class was more accurate in their descriptions, such as front versus the back. Why might this be true?

Wrap-up

Thank you to our great volunteers for demonstrating the multiple ways of communication. In each trial we learned something different about our perceptions and how we communicate with one another. Today we have learned that the most effective communication comes from combining all learning styles: auditory, visual and kinesthetic.

Research Methodologies
Precept
Action
➔ A4. Identify and use resources
➔ A8. Evaluate and reflect on actions taken and make appropriate modifications
Modalities
➔ Visual
➔ Auditory
Multiple Intelligences
➔ Interpersonal
➔ Bodily-Kinesthetic



LK Extension

MS.40- Types of Communication

Focus Area: Communication: Communication Trial

Listen. Lead. Learn!

Communication: AS.1



Communication

Focus Area: Communication: Communication Trial

Communication

Focus Area: Communication: Communication Trial

Listen. Lead. Learn!

Communication: AS.2



Communication

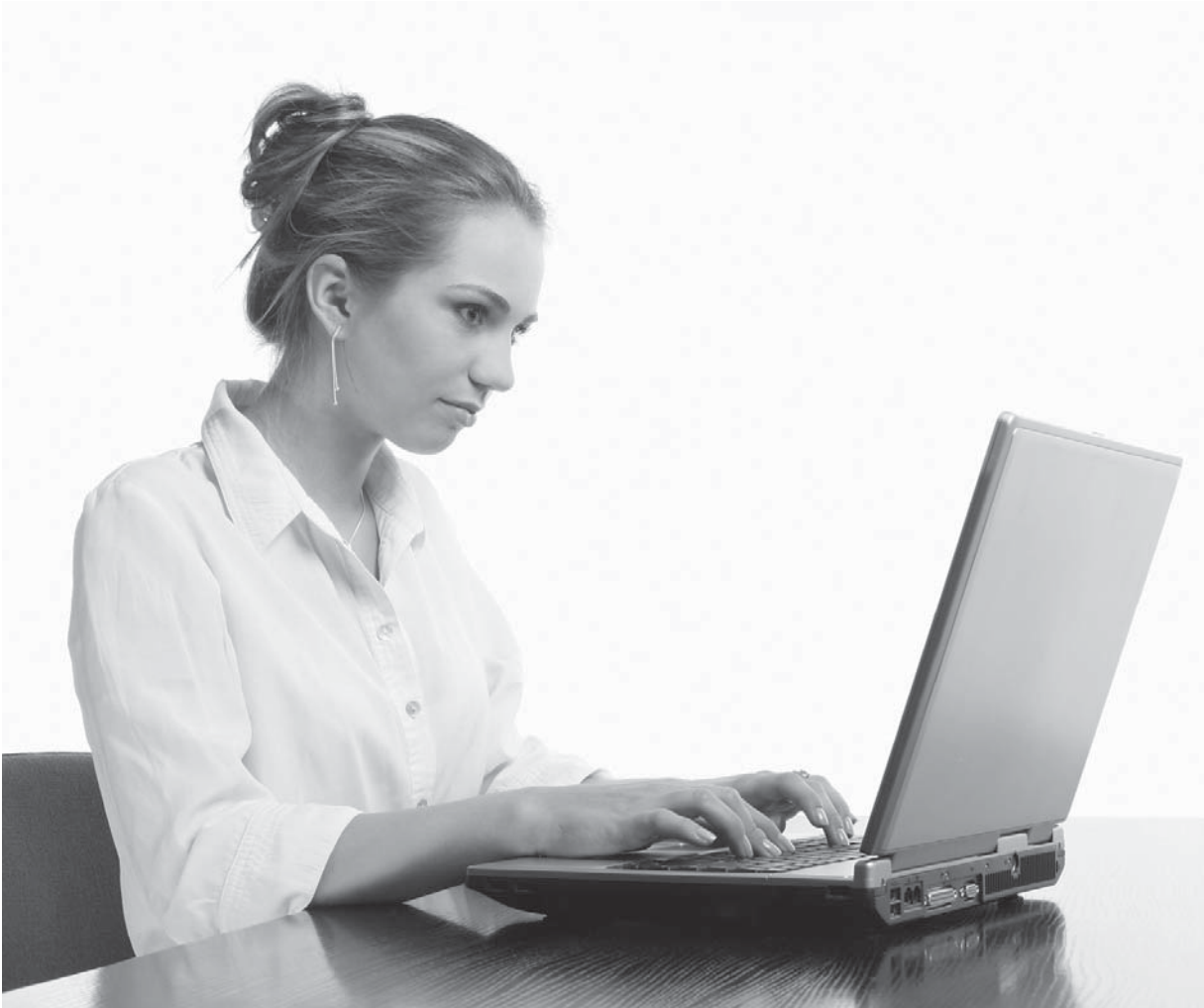
Focus Area: Communication: Communication Trial

Communication



Focus Area: Communication: Communication Trial

Communication



Focus Area: Communication: Communication Trial

Communication

Focus Area: Communication: Communication Trial

Listen. Lead. Learn!

Communication: AS.5



Communication

Focus Area: Communication: Communication Trial

Communication

Crazy Communication

Description

Take a minute to allow your students to experience this fun version of mangled communication and then talk about how important clear communication is in our daily interactions.

In this activity groups will be given cards containing words that seem to have no connection. But when you say the words together, they sound out a phrase (i.e., leaf meal own = leave me alone).

Directions

Before the activity begins, prepare the Crazy Communication Cards. Make copies of Communication:AS.6 and cut out the cards. Write the answers on the back of the cards.

1. Divide into groups of four.
2. Have each group decide who will be the official card holder.
3. Pass out the prepared Crazy Communication Cards.
4. Each card holder will hold up the cards one at a time.
5. As a team, read aloud the words exactly as they appear on the card and figure out the phrase on the card.
6. When the members of the team say the correct answer the card holder is to put the card down.
7. Give each team seven minutes to complete as many cards as they can.
8. Announce when the time is up and see who guessed the most crazy phrases correctly.

The Connection Questions

1. How did you figure out the crazy phrase?
2. Was it easier to understand the phrase when you were saying the words or listening? Why?
3. What can we learn about communication from this activity?
4. These Crazy Communication Cards were like a different language we had to master. Do you ever feel like you are speaking a different language when you try to communicate? Describe the result.
5. How does verbal and non-verbal communication help get a message across successfully?



Communication

Quick Reference

Time 15 min

Number of Students..... 4+

Usefulness

- ➔ Retreat
- ➔ Intro at a committee meeting

Supplies

- ➔ Crazy Communication Cards
- ➔ Communication: AS.6

Wrap-up

Now we know that sometimes the most important thing you can do while communicating with one another is carefully listen to what is being said. We must practice becoming master communicators so that conversations don't turn into the type of phrases we have just unlocked. Allow ourselves to win the communication game every day, so that our conversations do not end up being jibber-jabber!

Research Methodologies

Precept

M. Communication

➔ M4. Communications appropriately with co-works

J. Mental Growth

➔ J1. Think creatively

Modalities

➔ Auditory

➔ Visual

Multiple Intelligences

➔ Linguistic



LK Extension

HS.55- Components of the Communication Process

On Communication: AS-6 for the crazy communication activity. You will cut them out and paste one per index card. The answer to the card is below the phrase in italics. Do not put the answer on the front of the card. Please write this answer on the back of the corresponding card in the top right corner in pencil. The cardholder will be able to see the answer as he/she holds the card up for the group, but the group will not be able to see the answer.

Focus Area: Communication: Crazy Communication

Listen. Lead. Learn!

Communication: AS.6

Haste Rake Hat A stray cat	Why Sky Wise guy	Us He Crick Owed A secret code	Oppose Guard A post card
What Hearse Up Lie Water Supply	Oak Abe Abe Okay Babe	May Cuss Suck Jest Chin Make a suggestion	Arraigned He Lay A Rain Delay
Pus If Hick Host Pacific Coast	Haul Weigh Sewen Mime Hind Always on my mind	Call Feet He Worm Elk Coffee, tea or milk	Ask Leer Essay Bail As clear as a Bell
Amen Ask Hurt A mini skirt	Hush Heavy Fan A Chevy van	Laugh Tan Did Left handed	Sport It Skier Sports gear
Has Skinny Won Ask any one	Leaf Meal Own Leave me alone	Foe Waste Hop Four way stop	Pepper Alley Pep rally

Communication

Focus Area: Communication: Crazy Communication

Communication

Picture Perfect Communication

Description

In this activity, students will learn the importance of giving step-by-step directions while being able to use their listening and creative skills. Helping students to understand the importance of collaboration and two-way communication.

Directions

Before the activity begins, the instructor must draw a picture that contains the following: Mountains in the distance, rainbow connecting two mountains, a tree, two birds, waterfall flowing between the mountains and the sun.

1. Have a volunteer come forward and show them the picture you have created for about 30 seconds.
2. Pass out markers and blank pieces of paper to each student.
3. Instruct the volunteer to give directions to the class on how to draw the picture so their drawings match the facilitator's picture.
4. On a separate sheet of paper, list the following words and tell the volunteer that the following words cannot be used:

Rainbow
Mountains
Sun
Tree
Waterfall

5. Participants are to draw only what the volunteer gives directions to draw, nothing more, nothing less.
6. Give the volunteer two minutes to describe the picture to the rest of the group.
7. Thank the volunteer and reveal the original picture to the group to compare the drawings.



Communication

Quick Reference

Time 5-10 min

Number of Students Any

Usefulness

➔ Classroom

➔ Retreat

Supplies

➔ Blank paper

➔ Markers

The Connection Questions

1. Did your picture look like the picture being described? Why or why not?
2. What directions did (insert name) give that worked for you?
3. What directions may have been unclear?
4. What does it take to give clear directions?
5. Can you think of a time when you were given directions that were unclear? What was the result?
6. Why does miscommunication usually occur?

Wrap-up

As we can see, the need for clear verbal directions was important in this activity. We can clearly understand how much easier it would have been if the drawers could have seen the picture for themselves, but in this activity we had to rely on some else's direction and guidance. This symbolizes different skills and talents among a group. We need to rely on others as a team to be successful. This was a form of one-way-communication. Let's focus on two-way-communication to help our messages come across loud and clear.

Research Methodologies

Precept

A. Action

- ➔ A2. Focus on results
- ➔ A5. Communicate effectively with others
- ➔ A8. Evaluate and reflect on action taken and make appropriate modifications

Modalities

- ➔ Visual
- ➔ Auditory

Multiple Intelligences

- ➔ Linguistic
- ➔ Spatial



LK Extension

HS.91 - Presentation Tips: Skills and Strategies

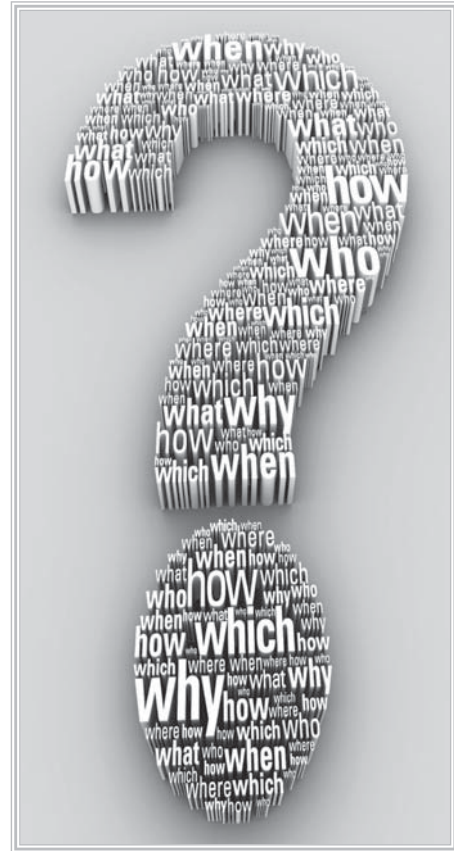
Questioning Skits

Description

This activity requires students to communicate only by asking questions. The rest of the group must guess the scenario each group is enacting.

Directions

1. Divide into groups of five.
2. Each group will work together to perform an impromptu skit.
3. Have each group come to the front of the room and choose one of the following scenarios:
 - *You are five basketball players before a big game.*
 - *You are five high school students at prom without a date.*
 - *You are five students sent to the principal's office for being late to school.*
 - *You are five students preparing for a canned food drive.*
 - *You are five students about to compete in the state spelling bee.*
 - *You are five students skipping school to go to the movies.*
 - *You are five students lost on the way to a football game.*
4. The task is to act out what these scenarios might sound like.
5. Use only questions to communicate, and communicate with each other for at least one minute.
6. When asking a question, each person must look at some one else in their group, signifying who is next to ask a question.
7. When one minute is up the rest of group must decide the scenario being acted out.
8. Allow each group time to perform the impromptu skit.



Quick Reference

Time 20 min

Number of Students..... 10+

Usefulness

- ➔ FFA Retreat
- ➔ Classroom
- ➔ While working with students for their impromptu speech

Supplies

- ➔ Scenarios typed or written on pieces of paper

The Connection Questions

1. What types of questions did they ask?
2. Were most of the questions able to be answered with a simple “yes” or “no”?
3. How did you figure out the scenario?
4. Was it hard to continue a conversation for one minute with only questions? Why?
5. Would you have been able to guess sooner or more accurately what the scenario was if they were able to answer each question before asking another?
6. What can we learn about communication from these skits?

Wrap-up

This activity helped us understand the need for two-way communication, practice performing in front of people and practice “going-with-the-flow” in an impromptu situation. It is important to present yourself in the right manner no matter what situation you are in or what changes occur in a situation.

Research Methodologies

Precept

H. Social Growth

➔ H2. Present self appropriately in various settings

O. Flexibility/ Adaptability

➔ O2. Manages change

Modalities

➔ Auditory

➔ Kinesthetic

➔ Visual

Multiple Intelligences

➔ Linguistic

➔ Interpersonal



LK Extension

HS.91- Presentation Tips: Skills and Strategies

Telephone and the Rumor Mill

Description

The timeless classic of playing telephone is one of the best ways to understand the relationship between quality verses quantity in communication. This activity brings to life the reality of how quickly a message can become distorted.

Directions

1. Assemble the group in a single file line.
2. Two rules to follow: First, it needs to be quiet in the room. Second, the goal is to get the message on the first try, so listen carefully do not ask any questions and do not repeat the phrase.
3. Whisper a sentence to someone, then that person will whisper it to the next person.
4. Send this message around the room quietly and see what message comes out at the other end.
5. Each person's job is to listen carefully and pass the message on as accurately as possible.
6. Whisper the sentence, "Sam and Janet wished for a million ducks to fill the pond."
7. Each student whispers the same phrase to the next, until everyone has heard the message.
8. The last student to hear the message says it aloud for the class to hear.
9. The phrase will become garbled or switched around to varying degrees as it moves throughout the room.

Possible response: "Some enchanted witch got a million bucks to build a wand."

Allow the participants to take turns coming up with their own phrases and being at the end to announce the telephone message.



Communication

Quick Reference

Time 15 min

Number of Students..... 10+

Usefulness

- ➔ Retreat
- ➔ Classroom
- ➔ FFA
- ➔ When conflicts arise

Supplies

- ➔ None

The Connection Questions

1. Did everyone hear the same message?
2. What is the difference between hearing and comprehending?
3. Do you think the message would have been transferred better if the sender would have been able to repeat the message?

Focus Area: Communication: Telephone and the Rumor Mill

4. What impact would being able to ask questions have on this activity?
5. Why is listening important?
6. What skills were used to listen during this activity?
7. What does this teach us about how rumors get started?
8. As a personal mission what can we do to eliminate rumors?

Wrap-up

We've had some great conversation about how to facilitate quality communication. As we can see communicating in large quantities means nothing if we do not have a quality understanding of the message. Let's all make a point to fully understand one another and only pass around factual information that will benefit the whole group.

Research Methodologies
Precept A. Action ➔ A5. Communicate effectively with others B. Relationships ➔ B5. Participate effectively as a team member
Modalities ➔ Auditory
Multiple Intelligences ➔ Interpersonal ➔ Linguistic



LK Extension

MS.38- The Importance of Listening

Think on Your Feet

Description

In this activity each participant will have a chance to explain as much as they know about a random topic or to tell a story. This will allow students to think on their feet in a comfortable situation.

Directions

1. Copy Communication: AS.7 and cut impromptu topics into strips.
2. Place ideas into a container.
3. Have each person come to the front of the room and draw a random topic.
4. They will read their topic and have 15 seconds to brainstorm.
5. Once the 15 seconds is up they must give a two minute speech.
6. After each person has had a turn, discuss positive and negative areas of the students' speeches.

The Connection Questions

1. How did you feel about public speaking before this activity?
2. What emotion did you have as you stood in front of everyone?
3. When would you have to give a speech like this?
4. If you were to do it again how would you approach the situation differently?

Wrap-up

"Hind-sight is always 20/20" but to be effective communicators we must think on our feet and be able to intelligently speak at any occasion. This skill will not only help you while you are in school and throughout FFA it will also help you nail a job interview or a family celebratory toast.



Quick References

Timeapprox. 30 min
Depends on number of students

Number of Students.....Any

Usefulness

- ➔ FFA
- ➔ Classroom
- ➔ Retreat
- ➔ Preparing for Impromptu public speaking contests

Supplies

- ➔ Impromptu topics
- ➔ Container to mix topics up

Focus Area: Communication: Think On Your Feet

Research Methodologies

Precept

M. Communication

➔ M3. Makes effective business presentations

O. Flexibility and Adaptability

➔ O4. Experiments and takes risks

Modalities

➔ Auditory

Multiple Intelligences

➔ Linguistic



LK Extension

MS.45- Planning a Public Presentation

Impromptu Topics

Describe a time in your life when you were afraid.

Describe a time in your life when you were proud of an accomplishment

Describe a time in your life when you had to plan an event. What were the steps?

Tell the group everything you know about changing a tire.

Tell the group about your favorite movie by describing the plot.

Tell the group about a time when you couldn't stop laughing.

Tell the group about your family.

Describe a teacher or an event from elementary school.

Describe a time when you helped someone. What did you do? How did it make you feel?

Tell the group about your favorite season and all the reasons it is your favorite.

Describe a sport or hobby you enjoy.

Tell the group everything you know about making cheese.

Describe how to make your favorite recipe. Why is it your favorite?

Describe how your day has gone up to this point.

Describe your dream vacation: where would you go, who would be with you, etc.

Describe your dream job: what steps do you need to take to achieve this job?

Tell the group everything you know about a character from history.

If you were going to be any Disney character which one would you be and why?

Focus Area: Communication: Think On Your Feet

Communication

Listen. Lead. Learn!



Relationships

- Barrier Balloon Bash
- Importance of Relationships
- Bartering Basics
- Civic Leadership

Focus Area: Relationships

Barrier Balloon Bash

Description

Service sounds like a great idea. Why is it that our intentions and the impact can be so very different? Help students realize common barriers to service with this out-of-their seats balloon bash.

Directions

Note: Balloons can be prepared prior OR allow participants to blow them up. Write one of each of the four barriers to serving on small slips of paper. Roll up the slips and stuff each inside a balloon. Blow up balloons for each participant.

Barriers to serving

- Lack of Time
- Lack of Money
- Lack of Ability
- Negative Attitude

1. Pass out the balloons, one to each student around the room.
2. Students stand and have one minute to bat the balloons around the room, trying not to let any touch the ground.
3. Instruct participants at a specific command to throw all balloons in the air.
4. The challenge is to keep all the balloons in the air for one minute – none should touch the ground. (Any that touch the ground must stay on the ground.)
5. After one minute stop the game and instruct participants to grab a balloon that is close to them and hold it.
6. See how well they did. Count the number of balloons on the floor.
7. Ask those not holding a balloon to retrieve one from the floor.
8. Once everyone has a balloon again, ask participants to raise their hand if it has a slip of paper inside.
9. Ask those with something inside to come forward.
10. Instruct the rest of the participants without something in their balloons to pop their balloons all together.



Quick Reference

Time 10 min

Number of Students 10+

Usefulness

- ➔ Retreat
- ➔ While creating Program of Activities

Supplies

- ➔ Balloons
- ➔ Small pieces of paper with barriers written on them

Focus Area: Relationships: Barrier Balloon Bash

11. Identify barriers to serving, ask four people one at a time, in the front, to pop the balloon, read the slip of paper and then tear it in half.
12. Have students return to their seats.

The Connection Questions

1. What do you think these slips of paper represent?
2. How are they different or similar to what we already know about serving?
3. Think back to the balloons. Imagine those balloons represent all of the activities you are involved in, the things you spend your money on, or ways you use your abilities. What did we do?

*** Expected response: kept balloons in the air.*

4. When all of these things were flying around, how easy was it to identify and capture the balloons that contained barriers?
5. What did we have to do to find those barriers?
6. What kind of action did it take?

*** Expected responses: Had to stop juggling so many balloons; had to get rid of ones we didn't need; had to take physical action to identify barriers.*

Wrap-up

This activity symbolized the need to take action against those looming barriers. We must get to the root of the barrier, as we did by popping the balloons, identifying the barrier and destroying it. Why strive diligently to keep all of the balloons in the air that are representative of our different activities and day to day happenings? Identifying barriers and destroying them is our goal. Let's take potential barriers into consideration while planning our next activity or service.

Research Methodologies

Precept

B. Relationships

➔ B4- Eliminate barriers in building relationships

C. Vision

➔ C4- Adapt to opportunities and obstacles from multiple perspectives

Modalities

➔ Visual

➔ Kinesthetic

Multiple Intelligences

➔ Bodily-Kinesthetic

➔ Spatial

➔ Interpersonal



LK Extension:

HS.104- Opportunities to Serve Others

Lean on Me

Description

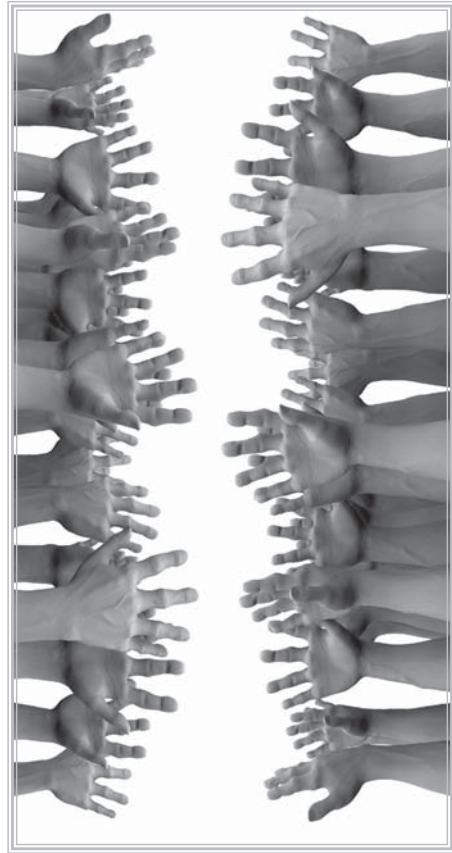
In this activity participants will see the value of building trusting and honest relationships with others. This should help us to realize that building the right type of relationships is the foundation of success.

Directions

1. Tell the group: To prepare for today's activity, you need to complete the following quiz.
2. Quiz Rules:
 - a. You may utilize any resource in the classroom.
 - b. You have two minutes to complete the quiz.
 - c. Only those individuals scoring 100 percent will earn an "A" on the quiz; the rest of you will fail.
3. Take no questions.
4. Pass out the quiz to each participant.
5. Allow them to begin working with up to three other people.
6. When the two minutes are up, collect the quizzes and review the answers.

The Connection Questions

1. Did you attain the desired results?
2. How did you attain the desired results?
***Answers should include: By working with other people.*
3. Did anyone work on the quiz alone? Why or why not?
4. What was the benefit to having three brains working together?
5. In what other situations in our lives must we rely on someone else?



Quick Reference

Time 10 min

Number of Students 6+

Usefulness:

- ➔ Discussing the importance of building community relationships
- ➔ Before a sponsorship drive
- ➔ Finding community members to help with SAEs

Supplies

- ➔ Relationships: AS.1- one copy per participant

Wrap-up

Successfully accomplishing this task required a relationship with your partners, just like many activities in life we rely on relationships for sustenance and growth. Relationships are built on honesty, trust and respect. Good leaders surround themselves with good people. Any one person does not have the corner on the market of good ideas. When people grow and improve, the organization grows and improves. Sometimes, it is not what you know that counts, but whom you know.

Research Methodologies

Precept

B. Relationships

➔ B2. Interact and work with others

H. Social Growth

➔ H3. Develop, maintain and grow healthy relationships

Modalities

➔ Visual

Multiple Intelligences

➔ Interpersonal



LK Extension

AHS.30- Results without Jeopardizing Relationships

Name: _____

1. Who was the 16th President of the United States?
2. Name the (a) land grant institution in your state.
3. What is the maiden name of the mother of one of your classmates?
4. What is a career in the field of food science?
5. What is the favorite musician or band of a person next to you?
6. What is the name of one of the national FFA officers?
7. How many pounds are contained in a normal bushel of corn?
8. What is the FFA jacket made of?
9. What is one major agricultural advancement in the 20th century?
10. Outside of the U.S., where has your partner traveled?
11. What does USDA stand for?
12. Get the signature of your partner(s).

Bonus:

Name a movie that has an agricultural theme.

Focus Area: Relationships: Lean On Me

Relationships

Bartering Basics

Description

Initiating and sustaining relationships can help us in all parts of our lives. In this activity each student needs a product or service and must find someone in the class who can help negotiating.

Directions

Preparation: Create index cards with scenario statements. You will find statements on Relationships: AS.2, print it, cut out statements and tape or glue one statement to each card.

1. Try dividing the group by birthdays. Ask the participants with birthdays in the months of January to June to raise their right hand and participants with birthdays in July through December, raise their left hand; Make sure it is close to even.
2. Ask those with their left hand in the air to move to the left side of the room and those with their right hand in the air to move to the right side of the room.
3. Give each participant one scenario statement; try to have a participant on the right side matched with one on the left.
4. Tell the participants to find the person that has what they “need” to be complete based upon the information on the card. *(For example, the situation on card A is a person who is being relocated to another state and card B is someone with a moving company. The object is for each student to find a match so that each side can achieve what they needed.)*
5. During this activity, the participants are never to directly say what is on their card but rather allude to it in different terms to find their match.
6. Give the participants three minutes to find their partner.
7. After three minutes, have the partners find a seat and discuss the benefits of building the relationship we just discovered.



Quick Reference

Time 10 min

Number of Students 10+

Usefulness

- ➔ Marketing CDE Team
- ➔ Classroom
- ➔ Community Partnerships

Supplies

- ➔ Index cards with needs scenarios

The Connection Questions

1. Tell us the situation on your card and whom you selected to solve the problem.
2. Why did you select that person?
3. How else could your “need” be met other than with the partner you found?
 - a. *Brainstorm and discuss ideas*
4. What other situations can you think of where you have needed someone to help? Tell us about your situation.
5. How does the ability to build relationships affect our day-to-day lives?

Wrap-up

From this quick activity we see benefits of bartering our abilities or resources to meet a goal. Making and sustaining relationships is key to success in our personal and professional lives. Also, through this activity, we found one solution but also found through brainstorming there can be many paths or solutions to reach one need.

Research Methodologies

Precept

B. Relationships

- ➔ B2. Interact and work with others
- ➔ B4. Eliminate barriers in building relationships

C. Vision

- ➔ C4. Adapt to opportunities and obstacles

Modalities

- ➔ Kinesthetic

Multiple Intelligences

- ➔ Interpersonal
- ➔ Intrapersonal



LK Extension:

HS.51- The Importance of Building Relationships

Bartering Scenarios

You own a moving truck.

You are moving to a new state and need someone to help with the move.

You love vacationing in Aspen, Colorado, where there are ski resorts everywhere.

Problem is, you don't know how to ski!

You are a ski instructor who is just starting a business. You need clients!

You are a high school janitor who has the key to the pop machine.

You are at a late basketball practice and need some pop, but the machine is locked.

You have some wonderful desserts to share, but no meal to go with them.

You fixed a huge meal, but have no dessert.

You have an awesome car. Only one problem—you have no license!

You have a driver's license, but you need a car.

You lost your dog.

You found a dog.

You are traveling to France, but you do not know the language.

You are a high school French teacher.

Your car is broken down.

You received an "A" in Auto Technology.

You forgot your sweatshirt for gym class.

You have a 'closet' in your locker. You are known to have extra T-shirts and sweatshirts.

You are a new student in school.

You are a high school guidance counselor who helps transfer students.

Focus Area: Relationships: Bartering Basics

Relationships

What is Civic Leadership?

Description

Allow the students to feel ownership of their definition of civic leader through this hands-on researching activity.

This thought provoking exercise will help students to contemplate the definition and need for civic leadership.

Directions

Each student will need a piece of blank paper and colorful writing utensils.

1. Pass out a blank piece of paper to each student.
2. Tell each student to divide the piece of paper into four quadrants by drawing a line down the center horizontally and vertically.
3. Instruct the students to label each quadrant with the words:
 - *Quadrant 1: "Civic"*
 - *Quadrant 2: "Leadership"*
 - *Quadrant 3: "Civic Leadership"*
 - *Quadrant 4: "Examples"*
4. Divide into pairs.
5. Using a dictionary or the Internet instruct each pair to find the definitions for both "civic" and "leadership."
6. Capture these definitions in the appropriate quadrant.
7. Combine the two definitions to create a new definition for civic leadership.
8. Lastly, with the remaining quadrant, ask students to list the names of people who fit the definition of civic leader and explain how or why that person was chosen.
9. After about 10 minutes, or when students are finished, bring the group back together and share definitions and examples collectively.
 - *Some examples might include trustworthy, hard working, serving, donating money, good morals and values, etc.*



Quick Reference

Time..... 20 min

Number of Students..... 5+

Usefulness

- ➔ Classroom
- ➔ Before a service learning activity
- ➔ Before a project with community involvement

Supplies

- ➔ Dictionary or Internet access
- ➔ Colorful writing utensils

The Connection Questions

1. We listed some people we considered to be civic leaders. What characteristics do they have?
2. Who are the people we have listed and why or how do they fit the definition?
3. How can each of us personally become a civic leader?

Wrap-up

When we use the word “civic,” we are talking about our community. This includes anywhere from our local town to our state and our country. Leadership refers to influencing and the ability to obtain followers. Therefore, civic leadership involves people who make a positive influence in our communities. How many of you will take on the challenge of becoming a civic leader today?

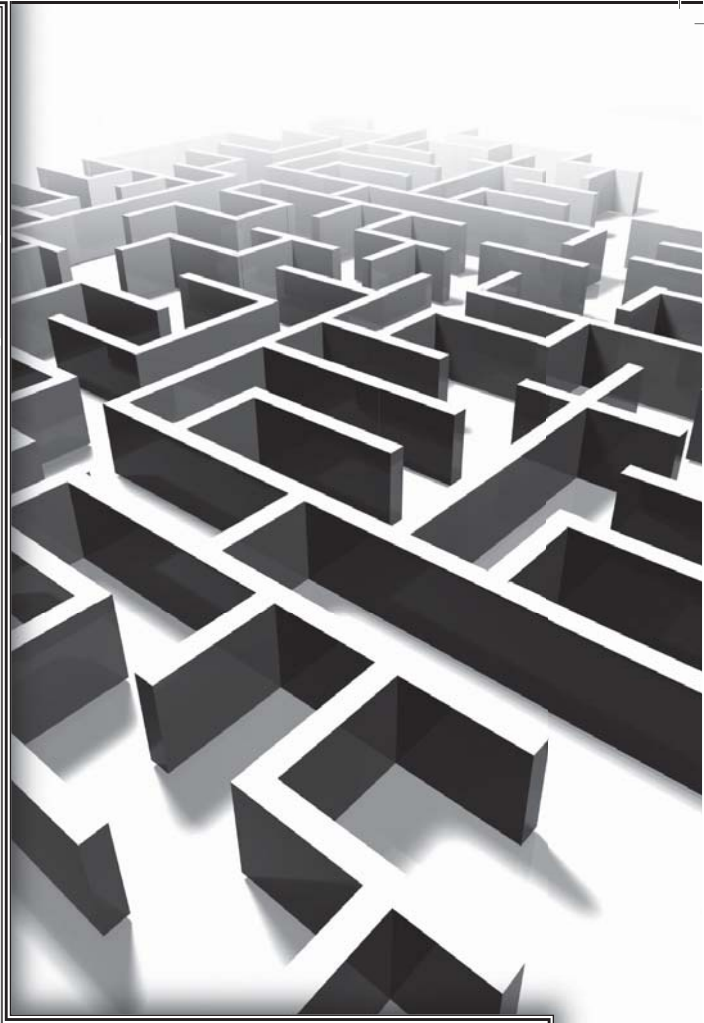
Research Methodologies
Precept
E. Awareness
➔ E1. Address issues important to the community
F. Continuous Improvement
➔ F5. Acquire new knowledge
Modalities
➔ Visual
Multiple Intelligences
➔ Linguistic
➔ Interpersonal
➔ Intrapersonal



LK Extension

HS.106- Involvement in Public Service

Listen. Lead. Learn!



Problem Solving

- Problem Solving Strategies
- Tennis Ball
- Boggling Brainstorming
- Driving Directions
- Hidden Pirate Map
- Pyramid of Teamwork
- Trip Planning

Focus Area: Problem Solving

Talk it out!

Description

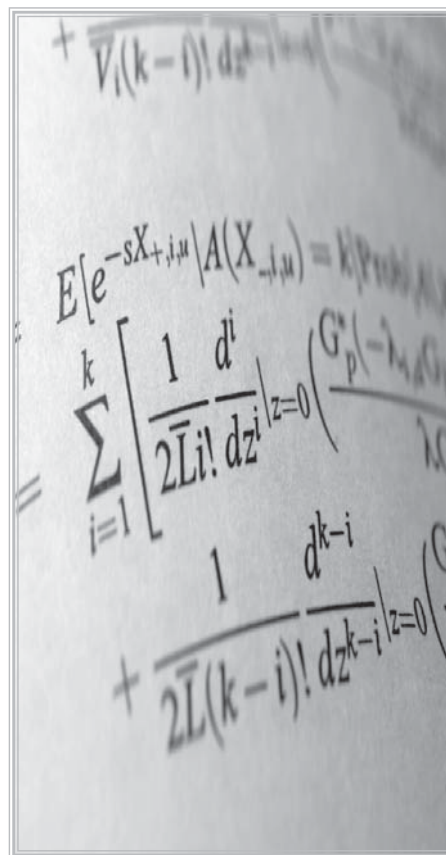
This activity will train participants to verbalize their problem solving strategies. Many times when there is a problem in life we may figure out a great solution, but it is important not only to figure it out for ourselves through different strategies, but also to explain ourselves verbally.

Directions

1. Have students partner up. Line them up from youngest to oldest, and pair them off while they're standing in a line.
2. Ask one person from each partner group to raise his or her hand.
3. If your hand is raised you will be the problem-solver.
4. As you approach the problem, explain everything going on in your head. It might sound something like, "OK, I have read the problem and am thinking that the issue is...and there could be four ways to solve this problem. Based on my experience with...I think ...is the best option. I'm going to try that first, though, before making a final decision."
5. The partner who did not raise his or her hand will be the note-taker. The note-taker will report on the approach used to solve the problem.
6. Five minutes to solve the problem.
7. What questions do you have?

Give each student a copy of the problem on Relationships: AS.3. One student will need it as a reference to solve, and the other partner will need it as a sheet to scribe on how his or her partner solved it. Give them five minutes to work through the problem.

8. Call on each group to give us a brief summary of how his or her partner solved the problem.
9. Look for different approaches among the partners and write them on a public writing surface.



Quick Reference

Time 15 min

Number of Students 10+

Usefulness

- ➔ To begin a problem solving or group planning activity
- ➔ Retreat
- ➔ Group work

Supplies

- ➔ Relationships: AS.3- one per group

The Connection Questions

1. For those of you who were a problem solver: What made it difficult to express yourself and let your partner know exactly what you were thinking?
2. For the note takers: Could you follow what your partner was explaining?
3. Would you have gone about problem solving in the same way or different? Explain.
4. What were the different ways participants went about finding the same answer?

Wrap-up

As we have all seen, everyone took a little bit of a different approach to solving this problem. Most ended with the correct answer, but all were good attempts. It is important to be able to verbalize our solutions and be respectful of the many different ways one can find an answer. Be creative!

Research Methodologies

Precept

J. Mental Growth

- ➔ J1. Think Critically
- ➔ J4. Solve Problems

Modalities

- ➔ Visual
- ➔ Auditory

Multiple Intelligences

- ➔ Linguistic
- ➔ Logical-Mathematical



LK Extension

HS.99- Selecting a Strategy

Talk It Out Activity sheet

An earthworm is 40 feet below the surface of the earth. Each evening, the earthworm moves four feet toward the surface of the ground. Each afternoon, the earthworm retreats three feet into the burrow it just dug. How many days will it take for the earthworm to reach the surface of the earth?

Focus Area: Problem Solving: Talk It Out!

Problem Solving

Tennis Ball Collaboration

Description

During this activity the participants will have an opportunity to solve a simple problem. Everyone must put their heads together. As the challenge increases their creativity and intuitiveness must increase. See how quickly they can get the entire group to complete the task.

Directions

1. Assemble the group in a circle.
2. The objectives of this activity are three-fold: to move the tennis ball(s) around the circle as quickly as possible, to make sure everyone touches the tennis ball(s), and to call each person's name as they are passed the ball.
3. The last person passes the ball(s) back to the originator.
4. The same order must be maintained throughout the activity.
5. Pass one tennis ball around the circle and time the group.
6. Challenge the team to a faster goal.
7. Allow the team to generate ideas on improvement.
8. Add the other two balls to the circle, for a total of three tennis balls.
9. Pass the balls and time the event.
10. Continually challenge the group to faster times and brainstorm until the fastest possible is attained.

Solution: The fastest means is for every one to crowd in together and hold their hands out. One person moves to the middle of the circle, holding the balls.

As he/she spins around, everyone touches the balls and calls the name of the person next to them. This should take about three to four seconds.



Quick Reference

Time 10-20 min

Number of Student 5+

Usefulness

- ➔ Classroom
- ➔ Retreat
- ➔ Problem Solving
- ➔ When a group first forms

Supplies

- ➔ Three tennis balls

The Connection Questions

1. How did you originally get everyone to touch the first ball? Why did it take so long to complete the task?
2. How did you decrease the time needed?
3. What would happen if just one person did not participate in the effort to become quicker at the task?
4. In what other situations in your own life is total participation important to complete a task?

Wrap-up

Great job in assessing the group's performance and adjusting our tactics to create improvement. This process of trying something out and then evaluating the pros and cons will always help us to be more effective. We also learned an important lesson in group work: if we are not all willing to make the best better, one negative participant could potentially stop everyone from succeeding.

Research Methodologies

Precept

O. Flexibility/Adaptability

➔ O3. Reacts with openness to feedback and professional growth opportunities

➔ O4. Experiments and takes risks

N. Decision Making

➔ N2. Demonstrate problem-solving skills

Modalities

➔ Visual

➔ Kinesthetic

Multiple Intelligences

➔ Interpersonal

➔ Bodily-Kinesthetic



LK Extension

HS.82- Skills for Consensus Building

Boggling Brainstorming

Description

Brainstorming is a crucial part of planning, coming up with creative and new ideas. Try this activity to help your students get the wheels turning on the basics of brainstorming.

Directions

Preparation: Put small objects in five black film canisters or containers we are unable to see through. Objects can be anything small like a marker cap, chalk, a paper clip or the same small object in all five containers.

1. Divide into five groups.
2. There are five black 35mm film canisters here, each with a small object inside. The object may be the same in all five canisters, or it may be five different objects.
3. Distribute one canister to each group.
4. Instruct the students to examine the film canister.
5. The challenge is to guess what is inside of each canister without opening it.
6. Give each group four minutes to guess what is in the canister.
7. After four minutes allow each group to describe their guessing process and give a final answer to what they believe is in the canister.

The Connection Questions

1. What did your group conclude was in the canister?
2. Why did you choose that object?
3. At the beginning of this activity, you were given a specific problem of guessing what was inside the black film canister. What clues did you use to make your decision?
4. One of our best assets is imagination, why is this important to use while brainstorming?
5. While brainstorming what other modes of reasoning should be considered?



Quick Reference

Time 10 min

Number of Students 5+

Usefulness

- ➔ Before a brainstorming session
- ➔ To start a lesson involving problem solving.

Supplies

- ➔ Five canisters/containers you can not see into
- ➔ Five items that fit into the canisters

Focus Area: Problem Solving: Tennis Ball Collaboration

Wrap-up

Your groups used different reasoning tactics, such as sound, weight and smell, to make assumptions about what was inside the canister. Your group came up with several ideas, and after further testing, you narrowed it down to one guess. This is called deductive reasoning. Thanks for being super sleuths today.

Research Methodologies
Precept F. Continuous Improvement ➔ F3. Use innovative problem solving strategies J. Mental Growth ➔ J2. Think Creatively
Modalities ➔ Visual ➔ Auditory ➔ Kinesthetic
Multiple Intelligences ➔ Logical-Mathematical



LK Extension

HS.98- Brainstorming Solutions

Determining your Destination

Description

The quickest way from one point to another is a straight line. This problem solving activity shows the students the importance of planning their own road to travel so they can create the most direct path to their goals.

Directions

1. Divide the class into groups of three or four students.
2. Your group has been asked to write directions for another group to go to an unknown destination in your state.
3. Your group will determine the destination but cannot include it in any of the directions.
4. The directions must include a minimum of 10 turns, must be at least 50 miles away, and cannot use interstate highways.
5. You have 10 minutes to prepare the directions.
6. Tell each group when they have one minute left.
7. Collect all groups' directions.
8. The instructor redistributes these randomly to other groups.
9. Each group will have a set amount of time to determine where the directions are taking you. Start now!



Quick Reference

Time 20 min

Number of Students 15+

Usefulness

- ➔ Retreat
- ➔ Goal setting exercise

Supplies

- ➔ Maps or Computer access

The Connection Questions

1. Was that frustrating?
2. Did you like letting someone determine where you had to go?
3. How would you like to begin a trip without knowing where you are going?
4. How would you like letting someone else determine your direction and your destination?
5. Would you have found an easier way to get to your destination?

Focus Area: Problem Solving: Determining Your Destination

Wrap-up

All of those turns, with some unfamiliar turns really made the directions hard to follow. Is it possible to feel that way as we trudge our path in life? This activity showed us the importance of creating our own plan in our personal and professional lives so our likelihood of hitting dead ends diminishes and our success rate flourishes.

Research Methodologies
Precept ➡ Vision
Modalities ➡ Visual
Multiple Intelligences ➡ Spatial ➡ Logical-Mathematical



LK Extension
HS.126- Taking My Trip (understanding SAEs)

Hidden Pirate Map

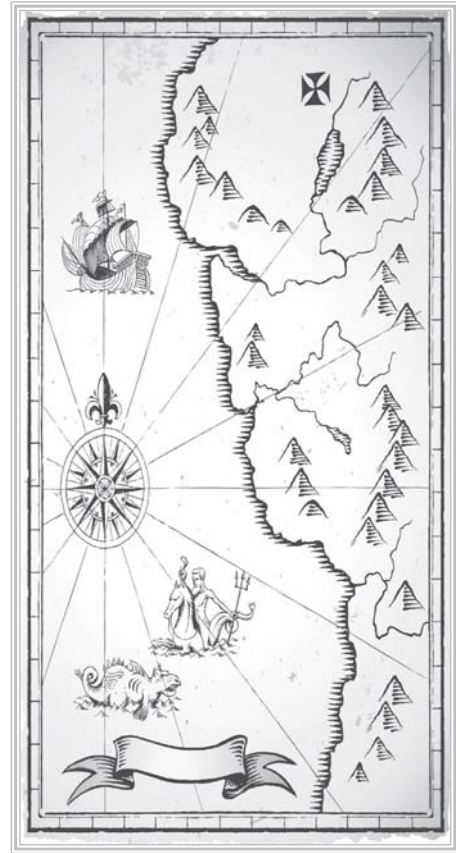
Description

The Hidden Pirate Map activity is designed to have students work together as they try to discover the correct path in the maze. Along the way, the team will be rewarded with “GO” as they discover the correct sequence for the path while other times they will be “BEEPED” and have to start over as they hit a road block. This activity is an excellent tool to get students working together as a team. Once the path is discovered, every team member must complete the path by working together.

Directions

Goal: Get all members of your team successfully through the maze by discovering the path.

1. Everyone on the team will participate by rotating turns to navigate through the maze.
2. Only one person is allowed on the maze at a time.
3. No one is allowed to touch the maze surface unless traveling the path of the maze.
4. The path is created by stepping on adjacent squares.
5. A choice is signaled by both feet being placed in the square.
6. A Maze Master will monitor the path as you walk through the maze. There are two signals you will hear from the Maze Master:
 - a. “GO” means you may continue traveling through the maze because you found the correct path.
 - b. “BEEP” means you must exit the maze by retracing your steps because you stepped on an incorrect box.
7. No marking of the path or recording the succession of squares is allowed.
8. Once you’ve discovered the path, travel in trios along the path.
9. This is a timed event.
10. You have three minutes to strategize with your team.
11. The game begins with the signal, “You may begin.”



Quick Reference

Time 15 min

Number of Students 8+

Usefulness

- ➔ Classroom
- ➔ Retreat
- ➔ Officer Retreat

Supplies

- ➔ A grid that is 6 boxes wide and 8 boxes long for every 8 students.

Suggestions for creating grids:

- * Create a grid on a tarp with duct tape.
- * Create a grid on the floor with masking or painter's tape.
- * Create a grid on concrete using chalk.

The Connection Questions

1. What type of problem solving did this activity represent?
2. Did it take longer for the first volunteer to make it across the map? Why?
3. What could those who followed do to get across the map easier?
4. Why does this activity reflect life's choices?
5. What happened? What did you experience?
 - a. What was it like to hear "GO"?
 - b. What was it like to hear "BEEP"?
6. What did you learn?

Response: Failure is only feedback, interdependence
7. How can you apply this to...?
 - a. Playing as a team
 - b. The activity we are working on.

Wrap-up

Great job discovering the path along the hidden pirate map. During this activity we learned to work as a team and how important feedback is in accomplishing a team goal. Teamwork includes paying attention to others' successes and failures so that we may learn and grow from others' experiences.

Research Methodologies

Precept

A. Action

- ➔ A5. Communication effectively with others
- ➔ A8. Evaluate and reflect on actions taken and make appropriate modifications

N. Decision Making

- ➔ N2. Demonstrate the decision making process

Modalities

- ➔ Visual
- ➔ Kinesthetic

Multiple Intelligences

- ➔ Spatial
- ➔ Logical-Mathematical



LK Extension

AHS.20- Establishing Team Vision

Listen. Lead. Learn!

PREMIER LEADERSHIP

Definition: Leadership is influence.

A – Action

- A1. Work independently and in groups to get things done
- A2. Focus on results
- A3. Plan effectively
- A4. Identify and use resources
- A5. Communicate effectively with others
- A6. Take risks to get the job done
- A7. Invest in others by enabling and empowering them
- A8. Evaluate and reflect on actions taken and make appropriate modifications

B – Relationships

- B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability and listening
- B2. Interact and work with others
- B3. Develop others
- B4. Eliminate barriers in building relationships
- B5. Participate effectively as a team member

C – Vision

- C1. Contemplate the future
- C2. Conceptualize ideas
- C3. Demonstrate courage to take risks
- C4. Adapt to opportunities and obstacles
- C5. Persuade others to commit

D – Character

- D1. Live with integrity
- D2. Accurately assess my values
- D3. Accept responsibility for personal actions
- D4. Respect others
- D5. Practice self-discipline
- D6. Value service to others

E – Awareness

- E1. Address issues important to the community
- E2. Perform leadership tasks associated with citizenship
- E3. Participate in activities that promote appreciation of diversity

F - Continuous Improvement

- F1. Implement a leadership and personal growth plan
- F2. Seek mentoring from others
- F3. Use innovative problem solving strategies
- F4. Adapt to emerging technologies
- F5. Acquire new knowledge

PERSONAL GROWTH

Definition: Personal growth is the positive evolution of the whole person.

G - Physical Growth

- G1. Practice healthy eating habits
- G2. Respect one's body
- G3. Participate in a fitness program
- G4. Set goals for long term health

H - Social Growth

- H1. Acknowledge that differences exist among people
- H2. Present self appropriately in various settings
- H3. Develop, maintain and grow healthy relationships

I - Professional Growth

- I1. Plan and implement professional goals and priorities
- I2. Make clear decisions in my professional life
- I3. Demonstrate professional ethics
- I4. Balance personal and professional responsibilities
- I5. Demonstrate exemplary employability skills

Glossary: Definitions/Precepts :J-P

J - Mental Growth

- J1. Think critically
- J2. Think creatively
- J3. Practice sound decision-making
- J4. Solve problems
- J5. Commit to life long learning
- J6. Persuade others
- J7. Practice sound study skills

K - Emotional Growth

- K1. Cope with life's trials
- K2. Live a compassionate and selfless life
- K3. Develop self-assurance and confidence
- K4. Embrace the emotional development process
- K5. Establish emotional well-being
- K6. Seek appropriate counsel
- K7. Practice healthy expressions of love

L - Spiritual Growth

- L1. Nurture a spiritual belief system
- L2. Respect and be sensitive to others' beliefs

CAREER SUCCESS

Definition: Career success is continuously demonstrating those qualities, attributes and skills necessary to succeed in or further prepare for a chosen profession while effectively contributing to society.

M – Communications

- M1. Demonstrate technical and business writing skills
- M2. Demonstrate professional job seeking skills
- M3. Makes effective business presentations
- M4. Communicates appropriately with co-workers and supervisors
- M5. Operates effectively in the workplace

N - Decision Making

- N1. Demonstrate the decision making process
- N2. Demonstrate problem-solving skills
- N3. Make ethical decisions
- N4. Choose a career based on passion, abilities, and aptitudes

O - Flexibility and Adaptability

- O1. Embraces emerging technology in the workplace
- O2. Manages change
- O3. Reacts with openness to feedback and professional growth opportunities
- O4. Experiments and takes risks

P - Technical and Functional

Determined by local program and/or state leadership

Pyramid of Teamwork

Description

We all take advantage of the every day luxury of using our hands. In this activity we will put our minds together instead of our hands. Each group will work together to build a pyramid of cups. Their hands will not be permitted to touch the cups, leaving teamwork crucial to completing a pyramid.

Directions

1. Divide the participants into groups of two or three.
2. Give each group a stack of nine cups and as many pieces of string as there are group members.
3. The object of this activity is to be the first group to build a pyramid using all of the cups. The catch is that you may only use the string to handle the cups.
4. Allow each group an opportunity to build their pyramid.
5. Ask the first group finished with the task to complete a pyramid to show the rest of groups how they did it.



The Connection Questions

1. Did you complete the task? Why or why not?
2. What made the task difficult?
3. Did one person take the lead? Was that helpful or unhelpful?
4. Is it easier to control the cup with a long string or a short string?
5. If you were to do it again what would you do differently?
6. Would this task be easier or harder with more people?

Quick Reference

Time20 min

Number of Students..... 6+

Usefulness

- ➔ Discussing strategies
- ➔ All retreat formats

Supplies

- ➔ Plastic or foam cups
- ➔ Ball of string/yarn

Wrap-up

As we discovered, problem solving and patience are crucial in this activity. We saw there is more than one way to build the pyramid but throughout our problem solving process we tried to find the most efficient and effective method. Great job!

Focus Area: Problem Solving: Pyramid of Teamwork

Research Methodologies
Precept N. Decision Making ➔ N2. Demonstrate problem solving skills
Modalities ➔ Visual ➔ Kinesthetic
Multiple Intelligences ➔ Spatial ➔ Logical-Mathematical



LK Extension

HS.99- Selecting a Strategy

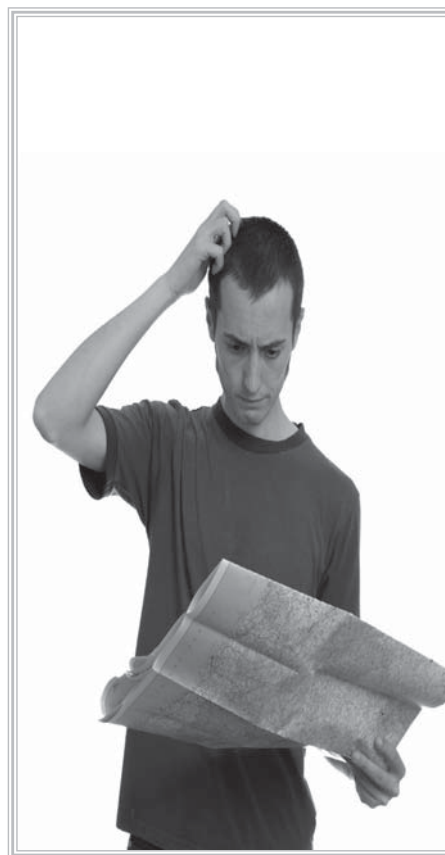
Life is a Road Trip

Description

There are many roads leading to the same destination. Help your students understand the possibilities are endless when it comes to planning for a short-term project or life-long goals. Use this map exercise to help them understand

Directions

1. You will have the group choose a destination it wants to travel to. However, there are some requirements for the trip.
 - a) *We will walk or hike to the destination.*
 - b) *The trip destination must be a minimum of 1,500 miles from your school and not more than 3,000 miles.*
 - c) *The trip destination must be in the United States.*
 - d) *The trip must conclude within six months.*
 - e) *They cannot use hotels/motels for lodging.*
 - f) *They must take all of their food and other supplies with them.*
 - g) *They have no money to take with them on the trip.*
 - h) *All members of the class must make the trip.*
 - i) *Make restrictions visible to all participants.*
2. Each person should write a state on a piece of paper and pass it to the front. The state getting the most votes wins. I will pick a town in that state.
3. Once the destination has been selected, divide the class into groups of two to five.
4. Give each group a map of the United States.
5. Give each group 20 minutes to work on this activity.
6. Each group must answer the following questions:
 - a. *What time of year will they travel?*
 - b. *What route will they take to their destination?*
 - c. *Is their goal to get to the destination the fastest or to enjoy the scenery?*
 - d. *What supplies will they need?*



Resources

Time30 min

Number of Students..... 5+

Usefulness

- ➔ Diversity
- ➔ Personal goal setting
- ➔ Retreat
- ➔ SAE planning

Supplies

- ➔ Map of the United States

Focus Area: Problem Solving: Life is a Road Trip

7. Each group should draw on the map with a marker the route they will take.
8. After the 20 minutes have each group place its map on the wall.
9. A representative from each group share the plans and answers to the questions.

The Connection Questions

1. Did different groups have different ideas?
2. What does this exercise tell us about different people?
3. We see that there is clearly more than one way to get to our destination. In what other areas of our lives is there more than one way to accomplish the goal?
4. As you look at the maps and the various routes taken by the different groups, are they different? Why?
5. Are some more direct than others?
6. Was there any frustration between members of your group? What was the issue(s)?
7. What does this decision making scenario tell us about group work?

Wrap-up

As we discovered, everyone is different and can take different routes to the same destination, and that is OK. We must be tolerant of others' ideas and beliefs even if we don't share those same ideas. Working as a team can be difficult at times with each person's perspectives and opinions but we must learn to compromise and listen to others viewpoints.

Research Methodologies

Precept

B. Relationships

➔ B2. Interact and work with others

N. Decision Making

➔ N1. Demonstrate the decision making process

O. Flexibility and Adaptability

➔ O3. Reacts with openness to feedback and professional growth opportunities

Modalities

➔ Visual

➔ Auditory

➔ Kinesthetic

Multiple Intelligences

➔ Spatial

➔ Interpersonal

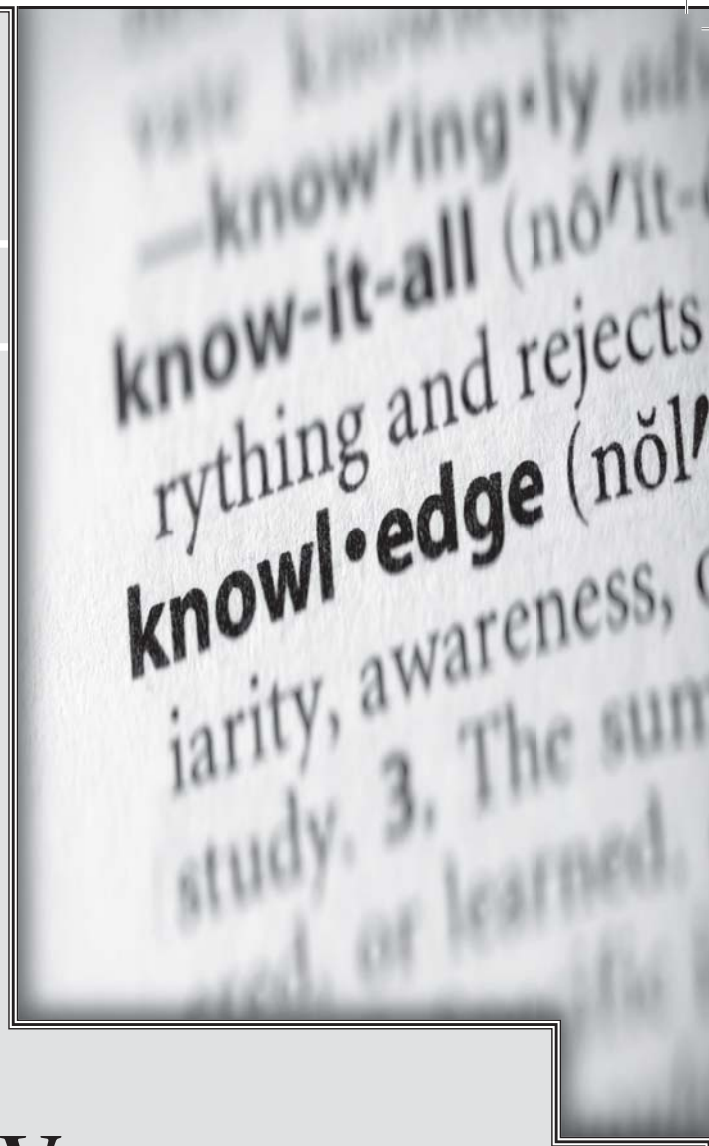
➔ Logical-Mathematic



LK Extension

HS.125- Preparing for the Trip (SAE)

Listen. Lead. Learn!



Glossary

- Definitions
- Precepts

Glossary: Definitions/Precepts



LifeKnowledge®, a special project of the National FFA Foundation is made possible through the generous support of our Founding and Supporting Partners.



Founding Partners



Supporting Partner



The FFA Mission

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

The Agricultural Education Mission

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. The National FFA Organization is a resource and support organization that does not select, association, local chapter or individual member activities except as expressly provided Organization Constitution and Bylaws. The National FFA Organization affirms its belief in the value of all human beings and seeks leadership and staff as an equal opportunity employer.

© 2009 National FFA Organization

It is illegal to reproduce copies of this material without written permission from the National FFA Organization or the United States Department of Agriculture.