

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.6.6**

Committees

Purpose

The intention of this lesson is to help students understand the purpose of committees and how to work in them effectively.

Quick Reference:

Time Required:

60 minutes

Objectives:

After completing this lesson, students should be able to:

1. Define committee.
2. Describe why committees are used by teams or groups.
3. Describe how committees operate.
4. Demonstrate how to be a responsible committee member.

Materials:

- ✓ Writing surface
- ✓ Writing utensils
- ✓ 2 pair of scissors
- ✓ 2 roles of tape
- ✓ 2 staplers
- ✓ 2 bottles of glue
- ✓ 8 packages of construction paper (five 9" x 12" sheets per package)
- ✓ 1 ball of string
- ✓ 2 sets of markers
- ✓ RNH.6.6.AS.A – one per student
- ✓ RNH.6.6.AS.B – 3 copies
- ✓ RNH.6.6.AS.C – two copies for each group of 2-3 students
- ✓ RNH.6.6.AS.D – enough copies to meet the requirements of the Towers building activity

Directions:

Define committee. Use a Go-With-the-Flow e-Moment® to help students create meaning between each of the types of committees.

1. Ask students what comes to mind when they hear the word committee.
 - a. Have students share their responses, validate, and discuss the term further.
 - b. Share that a committee is a subgroup with a specific function or purpose to achieve for the total group.
 - c. Ask students to share examples of committees they have served on.
 - d. Relate the notion of teamwork and building teams from lesson RNH.6.5 to the current lesson on committees.
2. Explain there are three basic types of committees. Record information on the writing surface and have students capture essential information on notepaper.
 - a. Executive committee
 - i. Usually composed of the officers and standing committee chairs of the organization
 - ii. Meetings are called and conducted by the presiding officer of the group





- b. Standing committee
 - i. Permanent committee established by the organization's bylaws or constitution to perform a function that is needed annually and continually
 - ii. Executive committee appoints the standing committees' members
 - iii. Meetings are usually called and conducted by the committee chair
 - iv. Example: Finance committee, assigned to conduct annual fundraisers
 - c. Special or ad hoc committee
 - i. Temporary committee appointed to fulfill a specific purpose not filled by a standing committee
 - ii. Presiding officer (i.e. President) appoints the members
 - iii. Committee is dissolved after the appointed task has been completed
 - iv. Example: A committee appointed to plan activities for a one-time visit of a National FFA Officer
3. Guide students through the process of a Go-With-the-Flow e-Moment to show the connections between each of the three types of committees presented above.

Lead students in discussion on the value of committees.

4. Explain to students that committees are made up of selected group members with specific responsibilities.
- a. Committees are useful when it would be difficult or cumbersome for the group as a whole to work on any given item.
 - b. More people become involved in the work of the organization when committees are utilized.
 - c. Committees are a great way to get younger members involved in the decision-making process and build a sense of ownership in the organization.
 - d. Chapter banquets are a great example of where committee work is necessary; it would be very difficult to plan the banquet during a regular chapter meeting. Instead, committee members take on certain responsibilities and work together to accomplish the task.



5. Additional benefits of committees include:
 - a. Develop leadership skills in participants.
 - b. Encourage cooperation.
 - c. Increase effectiveness of the group.
 - d. Enable members to get to know one another.
 - e. Members can concentrate on specific concerns.
 - f. Draw on expertise of members.
 - g. Orient new members to the organization.

Help students understand the nature of committee meetings and how they may be different from a regular chapter meeting.

6. Committee meetings often do not operate well with the use of parliamentary procedure and are often better conducted with open discussion. Guidelines for conducting committee meetings include:
 - a. Members do not have to be recognized before speaking.
 - b. Members may propose motions, debate, and carry on discussion while seated.
 - c. Motions do not need to be seconded.
 - d. Members may speak as many times as desired on motions.
 - e. Informal discussion is allowed, even though a motion may not be on the floor.
 - f. An initial vote can be taken by a show of hands.
 - g. Guidelines for the chair include:
 - i. Need not stand when speaking or stating a motion to the committee for debate.
 - ii. Can debate a motion and make comments without giving up the chair.
 - iii. Can make motions.
 - iv. Usually votes on all motions.
7. Help students understand why committee meetings can be conducted less formally than a regular chapter meeting.
 - a. Have students write their thoughts about the differences between committee meetings and regular chapter meetings on notepaper. Allow two or three minutes for students to write.



- b. Have students record their thoughts describing why committee meetings may be run more effectively without following the rules of parliamentary procedure. Allow students three or four minutes to write.
- c. Lead discussion on the topic, allowing students to share their thoughts.

Provide an opportunity for students to work collaboratively and cooperatively on a task, much as they would in a committee.

- 8. Explain to students that effective committees provide members an opportunity to work collaboratively and cooperatively on a task on behalf of the larger organization.
- 9. The task today is to work in small teams (committees) to build a tower out of construction paper. Group decision making will take place in order for committees to be successful.
- 10. Select three students to serve as judges and two people per committee to observe.
- 11. Organize the remaining students into groups of three or four. Assign observers to each group.
- 12. Provide each student with a copy of RNH.6.6.AS.A and review the content with the groups.
- 13. After reading the directions and answering clarifying questions, allow for a 10- minute planning period.
- 14. During the planning period, give the judges and observers instructions regarding their duties.
 - a. RNH.6.6.AS.B – Towers Judges’ Briefing Sheet
 - b. RNH.6.6.AS.C – Towers Observers’ Briefing Sheet
- 15. After the planning period, provide each group with \$1000 in cash, created from RNH.6.6.AS.D.
- 16. Conduct the auction with the items sold to the highest bidder (see RNH.6.6.AS.A for information about the auction).
- 17. Allow for 15 minutes to conduct the Tower activity.
- 18. After completion of the activity, have the judges score the towers using the established criteria (RNH.6.6.AS.B).
- 19. Have judges total the final scores and report the results.
- 20. Have the observers record each group’s reaction to the judging and report their overall observations of the activity for their group.



21. Debrief the activity by asking the following questions:
 - a. How did your group work collaboratively and cooperatively?
 - b. What contributed to the success of your group?
 - c. What were some problems you encountered through this activity?
 - d. How does this activity relate to working on committees?
22. Summarize the activity with students.
 - a. Groups like committees can make better decisions if they work together to solve problems.
 - b. Imagine if the whole class had to work on one tower, how would this activity have been different? (demonstrates the value of committee work)
 - c. Making good decisions requires a group that is willing to share ideas and is willing to listen before making a final decision.

Connection Questions:

1. What are some situations where you will serve on a committee?
2. What is the value of committees?
3. How do the concepts of team building, conflict resolution, and committees relate?
4. What are some decisions you have been part of that would have been better decided by a committee?
5. How does working collaboratively and cooperatively relate to committee work?



LifeKnowledge Connections

Precept(s) Addressed:

Action

- A1. Work independently and in groups to get things done.
- A2. Focus on results.
- A4. Identify and use resources.
- A5. Communicate effectively with others.
- A7. Invest in others by enabling and empowering them.

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.

Vision

- C4. Adapt to opportunities and obstacles.

Continuous Improvement

- F3. Use innovative problem-solving strategies.

Mental Growth

- J1. Think critically.
- J2. Think creatively.
- J3. Practice sound decision making.
- J4. Solve problems.

Communications

- M5. Operates effectively in the workplace.

Decision Making

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

Flexibility and Adaptability

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



LifeKnowledge Connections (cont.)

LK Lesson Suggestion:



Middle School

- MS.32 – The Need for Positive Relationships
- MS.46 – Identifying Planning Skills
- MS.47 – Using Planning Skills
- MS.52 – Developing Solutions and Strategies

High School

- HS.24 – Critical Thinking Skills
- HS.62 – Collaborative Relationships
- HS.63 – Cooperative Relationships
- HS.68 – Defining Roles on Teams
- HS.75 – Developing Common Purpose on Teams
- HS.76 – Accountability on Teams
- HS.77 – Communication Methods on Teams
- HS.81 – Decision Making in Groups
- HS.94 – Introduction to Group Problem Solving

Advanced High School

- AHS.10 – Understanding Leader/Follower Dynamics
- AHS.26 – Mobilizing Others to Action
- AHS.28 – Assessing the Strengths of Others
- AHS.35 – Leading Others in Strategic Thinking



Group Instructions for Towers Activity

Your group is an ad hoc committee, assigned the responsibility of building a tower with construction paper as part of a local art exhibit. You will be allowed 10 minutes to plan and 15 minutes to design and build your tower. At the end of the 15-minute period, your tower will be evaluated and scored by a panel of judges using the following criteria:

Height		Appearance		Sturdiness	
Up to 1 ft high	1 pt	Adequate appearance	1 pt	Looks like a tower	1 pt
1 ft – 2 ft high	2 pts	Good use of building materials	2 pts	Can stand by itself	2 pts
2 ft – 3 ft high	3 pts	Uniform and original	3 pts	Can be moved easily	3 pts
Over 3 ft high	5 pts	Creative design, decorative and unique	5 pts	Can withstand a tornado	5 pts



Group Instructions for Towers Activity

To build a tower you will need building supplies and money. The following items will be available to purchase for the construction of your tower. Review the items listed below and decide which items you need to complete your job. All items are in limited supply; you will be in competition with other groups to purchase the desired equipment.

Items for Sale

2 pair of scissors
 2 rolls of tape
 2 staplers
 2 bottles of glue
 8 packages of construction paper
 (five 9" x 12" sheets per package)
 1 ball of string
 2 sets of markers

Each group will be supplied \$1,000 in cash to purchase materials. Your group should decide which items to purchase and how much money your group is willing to pay for each item. You will not receive any additional money, so spend wisely!

Your team will receive:

- Five \$100 bills
- Eight \$50 bills
- Four \$25 bills

Your team will be allowed 10 minutes to complete the following:

- Review the list of available materials
- Decide how you will build your tower
- Identify the supplies
- You will need to build your tower
- Determine how much money your group is willing to spend for each item
- Select one person in your group to serve as the official bidder to purchase the items

At the end of the 10-minute planning period, the auction will begin. The auctioneer will hold up an item for sale. All bids should be made in increments of \$25. When you run out of money, you can no longer bid. All sales are final. The auction will continue until all items are sold or the bidding stops. After the auction, your team will have 15 minutes to build your tower.

Here are the tower building rules:

- Do not start construction until the instructor tells you to begin.
- After your tower is constructed, move your tower to the official judging table.
- Do not interfere with the work of other groups.
- Do not borrow or take materials from other groups.
- All work must stop at the end of 15 minutes.



Towers Judges' Briefing Sheet

You have been selected as an official judge of the Towers building activity. Your responsibilities include:

- During the Towers building activity you should remain silent and observe the activity until the activity is complete. Do not interrupt the groups while working.
- At the end of the Towers building activity, you will be asked to select the best Tower based on the Judging Criteria below.
- You are not to evaluate the Towers on any other criteria, such as the group's cooperation.
- You should be fair in your judgment and not favor any group.

Official Judges Scoring Sheet

Group	Height	Appearance	Sturdiness	TOTAL
1				
2				
3				
4				
5				
6				

*The group with the highest TOTAL score wins.

Judges Criteria

Height		Appearance		Sturdiness	
Up to 1 ft high	1 pt	Adequate appearance	1 pt	Looks like a tower	1 pt
1 ft – 2 ft high	2 pts	Good use of building materials	2 pts	Can stand by itself	2 pts
2 ft – 3 ft high	3 pts	Uniform and original	3 pts	Can be moved easily	3 pts
Over 3 ft high	5 pts	Creative design, decorative and unique	5 pts	Can withstand a tornado	5 pts



Towers Observers' Briefing Sheet

You are to observe and record the significant behavior of the group you have been assigned to and its individual members during the construction, judging, and reaction phases of the Towers building activity. After the group's reactions to the judging, you will give a brief oral report of your observations. Remember that feedback is more effective when it is specific, non-evaluative, focused on modifiable behavior, and checked to ensure accuracy.

<i>What the group did:</i>	<i>What individuals did:</i>
During construction:	During construction:
During judging:	During judging:
Reacting to the judging:	Reacting to the judging:





