

Unit 2

LEADERSHIP

“When I think of a leader not only do important legendary figures come to mind, but also normal everyday people like you or me. Everyone complains, but only a handful of people do anything about their complaints. I have decided that I will be one of those in the handful.”

- Cynthia Cruz, YELL Alumna

NOTES



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YELL PERSPECTIVE**YELL CURRICULUM PERSPECTIVE:**

Leadership is not a fixed state. "Leading" is a verb: a way of acting within a given situation, on behalf of a particular cause, or in relationship to other people. This curriculum has a contextual perspective: People may be leaders in diverse ways or take on leadership roles at particular times and in certain situations. This curriculum, therefore, focuses on leadership skills and practices that youth and adults can apply according to their interests, passions, community needs, and life experiences.

In this unit, youth will think critically about their personal leadership styles and strengths, while also reflecting on the purpose of "leadership" in their lives and in their communities. Youth will:

- Define leadership and why they think it is important.
- Describe different styles of leadership.
- Develop a more complex understanding of leadership.
- Develop awareness of their personal strengths and growth areas.

LEADERSHIP

Session 1

90 minutes

OBJECTIVES:

Youth will identify what they think makes a good leader. The program or project leader gains a baseline understanding of how participants think about and relate to leadership.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Sticky notes.
- Paper, pens, and clipboards.
- Copy and cut out *Leadership Definitions and Quotes* (Master Copy 2.1).
- Write the Leadership Brainstorm questions (see below) on butcher paper (one question per sheet) and post on the wall where youth can reach them.
- Paper or index cards and pens.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name someone you admire and say why.

II. WARM UP: SILENT LINE UP BY BIRTH DATE (10 MINUTES)

Ask the youth to stand up and to arrange themselves in line from oldest to youngest (point where the oldest goes and the youngest goes) without saying a word or making a sound. They can make signals like nodding, but nothing else. Once they feel they are in order (including month, day, and year), ask them to go down the line and say their birthday. Have them each write their name and birthday on a sticky note. The stickies can then be placed on a timeline in the room to serve as a reminder.

Facilitation Tip:

Celebrate birthdays!

Bring cupcakes or cake for each individual's birthday or for all of the youth who have birthdays that month.

Definitions of Leadership



III. LEADERSHIP BRAINSTORM (30 MINUTES)

Prepare for this activity by posting four pieces of butcher paper in different parts of the room – each labeled with one of the four questions below.

Step 1: Review the questions with youth. After each question, have youth take a few moments to silently write three answers – one answer per sticky note (so they will each have three notes under each question). Have students post their answers on the butcher paper under the appropriate header.

1. What kinds of things do leaders do? (actions)
2. What do leaders believe in? (values and beliefs)
3. What kind of people are leaders? (skills and qualities)
4. Who are some leaders? (specific names)

For number four, have youth name three people they consider leaders. At least one must be someone they know or have met, and one must be someone they don't know or haven't met.

Step 2: Divide youth into four groups and assign one group to each poster. Have youth identify which things go together and group the sticky notes according to themes. Have them discuss what they notice and designate a reporter to share out.

LEADERSHIP

Session 1

90 minutes



Step 3: Once sticky notes are grouped, ask youth to share out what they notice about patterns in the responses: What are the most common responses? Least common? Is anything surprising?

IV. LEADERSHIP DEFINITIONS (15 MINUTES)

Think: After the brainstorm, regroup and give youth two minutes to write down a personal definition of leadership on a piece of paper or index card.

Pair: When everyone is done, have them pair up and share their definitions with their partner. Each pair will then come up with another definition that builds on or synthesizes their individual definitions.

Share: Have each pair share out their new definition. Did they agree on one definition? Write or post their definitions on butcher paper as they share them. Once the definitions are all up, ask youth if they see common themes or general agreement on what a leader is or does. Have youth select one or several of the definitions to be their group definition of leadership.

Jigsaw: Pass out the *Leadership Definitions and Quotes* – one definition or quote to each participant (including adults). Have everyone stand up and find a partner. In pairs, participants take turns reading what is on their of paper and then trade papers. Everyone then finds a new partner and repeats the process.

Have youth compare and contrast their definitions to some of the things they heard and read during the jigsaw. Is there anything they want to add to their definition? What about the group's definition is powerful or indicative of the kinds of leaders they would like to be?

V. DEBRIEF (15 MINUTES)

Sample questions for youth:

- Are there different types of leaders? Why?
- How are they different? Are there things that all leaders have in common? What are these things?
- Which leader or type of those came up the most (both leaders people know and leaders people don't know)? Why do you think this is?
- How do these people use their leadership skills – for what purpose?
- How many of the leaders you selected are youth?
- Can someone have qualities and skills of a leader but not BE a leader? Can someone be a leader without any of the skills and qualities?

VI. CLOSING: (10 MINUTES)

Closing Circle Statement (Around the World): Name one leadership quality that we talked about today that you think you have. Name one that you would like to develop.

Facilitation Tips:


While forming the definition of leadership, allow participants to amend each other's definitions with new words and phrases. Make sure discussion is both productive and friendly. Create a permanent poster or other display of the group definition of leadership to be referred to in future sessions.

Focus on leaders on a small scale as well as a large scale (e.g., President of the United States, Girl Scout troop leader). Take notes on butcher paper during discussion.

LEADERSHIP

Session 2

90 minutes

Mirror Image Warm Up adapted from The Wilderdom Store:  www.wilderdom.com/games/descriptions/MirrorImage.html. Content on this site has been placed in the public domain and, unless otherwise indicated, is subject to the principles of copyleft. For legalistic purposes, please refer to the Creative Commons Attribution 2.5 License.

Qualities of Leadership

OBJECTIVE:

Students will explore definitions and characteristics of leadership and begin to apply definitions to themselves and their community.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers (including *Leadership Definitions* from Session 1).
- Art supplies for leadership portraits (markers, colored pencils, or collage materials).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): A leader is someone who...

II. WARM UP: MIRROR IMAGE (15 MINUTES)

Invite a volunteer to stand facing you about two or three feet away. Instruct the volunteer to “mirror” as exactly as possible, everything that you do as if her or she were your real reflection. Make your movements interesting and slow enough for the other person to follow. Be silly, or include a task like brushing your teeth.

The demonstration helps to loosen up inhibitions. After youth understand the activity, ask them to get into pairs, and take turns mirroring the actions and movements of the other person.


III. IDEAL LEADER PORTRAITS (40 MINUTES)

Explain that youth will now create an ideal leader. Refer to the brainstorm posters and leadership definitions from the previous session.

Step 1: Divide youth into pairs and give each pair a large piece of paper and pens, collage materials, or other art supplies. Each pair will draw a caricature of their ideal leader, giving their leader some of the characteristics that were discussed in the previous session’s brainstorm and that they think are important. Ask each pair to generate a list of characteristics of good leaders and have them draw a leader, assigning characteristics to different body parts. Encourage exaggeration of features: For example, draw a large hands to represent helping others, or large ears for listening, a big heart for compassion.

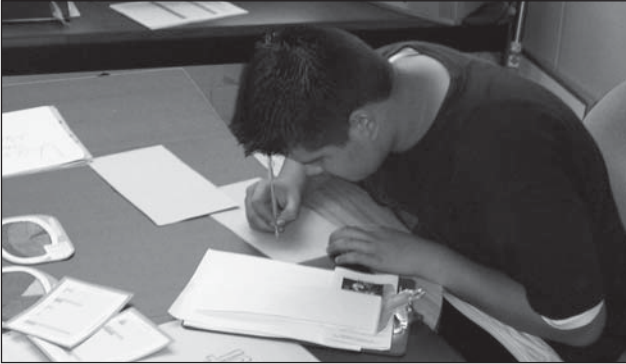
- Have youth think about the space around their leader – what is in it? Colors, images, words?
- Ask youth to pick a name for their leader, and an issue that their leader is working to change.
- Ask youth to identify their leader’s biggest strength and the thing that he or she needs to improve.

Step 2: Have each pair share their ideal leader with the rest of the group.


Facilitation Tip:

Post the portraits on the walls of the room.

As youth share their portraits, keep a list of all the characteristics on one piece of butcher paper. Post this in the room where everyone can see it throughout the year.

LEADERSHIP**Session 2****90 minutes****IV. DEBRIEF (20 MINUTES)**

Sample questions for youth: Who do you know who has some of the characteristics you named? Did anyone come to mind as you created your ideal leader? Think about members of your community who you would like to be like when you are older. Why? Are they considered leaders? What about them makes them leaders? What do they have to offer the community? Are there people you look up to who you would not consider to be leaders? What about these people do you respect?

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): If I could thank one person for their leadership in the community it would be...

LEADERSHIP

Session 3

90 minutes

OBJECTIVE:

Youth will apply their definitions of leadership to their community context.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Copy the *Circles of Influence Chart* (Master Copy 2.3a) before the session: one copy for each participant.
- Draw a large version of the *Circles of Influence Chart* (Master Copy 2.3a) at the front of the room to fill in during the discussion (see also Master Copy 2.3b – *Circles of Influence Chart Example*).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): My community needs a leader who...

II. COMMUNITY BUILDER: HUMAN SCAVENGER HUNT (15 MINUTES)

Divide the group in half and send each half to a different side of the room. Stand in the center and call out the categories listed below (or others). Each group has to figure out which combination of people in their group fits the category, and then send those people to the center of the room. The group who gets their representatives to the center first wins a point.

Sample categories:

- Two people who have the same first and last initial.
- The person in your group who was born the farthest away from here and the person born closest.
- Two people with the same middle name.
- A group whose ages add up to 50.
- A group whose shoe sizes add up to 30.

Leadership in Community Context



- A group who have attended school for a total of 38 years.
- Two people with the same birthday (or birthday month).
- A group who can spell a word by putting together the first letters of their first names.
- A group of at least three people who have different colored eyes.

Debrief: Did anything surprise you? What was the most difficult category for your group? Did someone in your group take the lead? How did you figure out each answer?

III. CIRCLES OF INFLUENCE (30 MINUTES)

Draw a *Circles of Influence* chart on the board or hand out copies for a pair or individual activity.

Step 1: Brainstorm strengths and assets in each of the areas – and problems or negatives in each area. Start by having youth do this individually for a few minutes and then opening up to a group brainstorm. This exercise will allow you to generate diverse ideas from the group.

LEADERSHIP

Session 3

90 minutes

**V. CLOSING (15 MINUTES)**

Closing Circle Statement (Around the World): If I had a magic wand and could instantly change one thing in my life it would be...

Step 2: Once youth have filled up the circles with their and ideas of strengths and issues, ask them to think back to the discussion of the different types of leaders in their community (see previous session). What do people do, what do they say, how do they act that contributes to the positives or the negatives that are listed? How do individuals and groups make these positive things or negative things possible? Name specific leaders in the different domains, along with the actions those leaders are taking. Youth will see that there is a lot of overlap and that actions in one domain can impact what happens in other domains.

IV. DEBRIEF (15 MINUTES)

Sample questions:

- How do actions within one domain impact the others? Have youth think of examples.
- Where do youth have the most influence? Where could youth have more influence?
- Are certain domains harder to influence than others?
- Where does your group or the people in your group fall? What are your strongest areas of influence?



LEADERSHIP

Session 4

90 minutes

Leadership Compass adapted from an activity designed by the Bonner Foundation and COOL (Campus Outreach Opportunity League) www.bonner.org

OBJECTIVE:

Youth will explore different leadership styles and identify their own leadership strengths and challenges.

 Styles of Leadership

MATERIALS AND PREPARATION:

- Tape and newspaper for the Community Builder activity.
- Copy the *Leadership Compass* (Master Copy 2.4a) before the session: one for each participant or make a poster.
- Draw a Leadership Compass on the floor with tape or chalk by making a large square or circle divided into four quadrants, each marked for a different direction: North, South, East, West. Make sure the spaces are large enough to accommodate your whole group.
- Copy the *Leadership Skills and Qualities Self Assessment* (Master Copy 2.4b) before the session: one for each participant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)
Opening Circle Statement (Around the World): The best thing that happened this week...

II. COMMUNITY BUILDER: NEWSPAPER DOG (10 MINUTES)

Break youth into groups of five, and give each group a stack of newspaper and a role of masking tape. Each group must create a dog out of the newspaper and tape in five minutes.



Afterwards, ask each group:

- What was your group dynamic like?
- Was there a dominant leadership style within the group?
- What are your strengths as a group?

III. LEADERSHIP COMPASS (25 MINUTES)

Step 1: Present the Leadership Compass poster or handout with the characteristics of each leadership style. Give the youth a few minutes to look through the styles and circle the characteristics that most apply to them.

Step 2: Invite youth to stand around the compass you have drawn and then have them stand on the direction they believe their leadership style matches. Even if they fit in several categories, have them pick the area that MOST reflects their style. Once everyone is standing on one of the areas, ask the group: What do you notice? How is the group distributed? Why do you think this is?


Facilitation Tip:

Keep the self-assessment sheets for youth to use during the goal setting section (Unit 2, Session 6), and to assess interests in skill development.

LEADERSHIP

Session 4

90 minutes



Step 3: Give each group a piece of paper and pens, and have them move to an area where they can work comfortably. Within each leadership style group, have them discuss and write down answers to the following questions:

- What are the strengths of your leadership style?
- What are the challenges of your leadership style?
- What would be your group's motto?

Step 4: Have youth prepare a brief presentation, sharing the strengths, challenges, and motto of their style.

When groups present (inside if you have been doing the activity outdoors), write or post the strengths and challenges each group describes.

IV. DEBRIEF (20 MINUTES)

Sample questions:

- After everyone has finished sharing, ask how their styles complement each other.
- Ask the group to look at the challenges of one style and ask how the strengths of another style compensate in a group context.
- Does the group need all of the styles? Why or why not?
- Did anything surprise you about yourself or the group? What did you notice?
- How much of leadership style do you think is our personality, and how much can be learned? Why do you believe this?

V. LEADERSHIP SKILLS AND QUALITIES:**SELF ASSESSMENT (20 MINUTES)**

This exercise can be done in session or as homework. Hand out the *Leadership Skills and Qualities Self Assessment* sheet. Go over the categories as a group and then in silence have youth identify their strengths and areas for growth. Have youth turn in these sheets.

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Name one word that best describes your leadership style.

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Session 5

90 minutes

OBJECTIVE:

Youth will explore the responsibilities that go with leadership roles.

MATERIALS AND PREPARATION:

- Index cards and tape for the warm-up activity.
- Products from previous agendas: Ideal Leaders portraits and youth leadership definitions in particular.
- Paper, pens, markers, and clipboards.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): What I expect from... (name someone everyone knows in a leadership role, like the student body president, the school principal, etc.). Keep a list of answers on the board or a piece of paper where youth can see it.

II. WARM UP: YOU WOULDN'T KNOW BY LOOKING AT ME (15 MINUTES)

Give each participant a 3x5 index card and ask him or her to write a little-known fact about himself or herself on the card, something he or she wouldn't mind the group eventually knowing. State that they are not to write their name on the card. Collect all the cards, shuffle, and redistribute to the group. If someone gets his or her own card back, exchange it for another. Once they all have an unfamiliar card, ask everyone to circulate, asking yes or no questions about the information on the card. For example, if the card says "I have a pet iguana," you would ask "Do you have a pet?" "Is it an iguana?" When the person

 Responsibilities of Leadership



answering the description is found, he or she signs the card and tapes it on a designated wall space.

III. JOB DESCRIPTION OF A LEADER (25 MINUTES)

Step 1: Group Brainstorm: Ask youth to brainstorm: (1) What does it mean to be responsible? What is responsibility? (2) Why does it matter? What happens if someone is not responsible?

Step 2: Break into pairs, and give each pair paper and markers. Have youth imagine they are writing the job description for a leader. Ask them to list all the responsibilities the person should have.

Step 3: Group Description: Have each pair share their list of responsibilities. Write them all up where they can be seen, and then ask if anything is missing or if they notice any themes.


Facilitation Tip:

Encourage youth to draw their "roadblocks" as part of a roadmap or landscape that includes things that support you (could be a boat or legs), and things that guide you and keep you motivated (a sun or lighthouse, for example).

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Session 5

90 minutes



IV. PERSONAL LANDSCAPE OF RESPONSIBILITY (20 MINUTES)

Once they have a good list of responsibilities, provide each youth with a piece of paper and access to markers and pens. Let them know that they are going to identify their personal responsibilities, what gets in their way of meeting responsibilities, and what supports them in meeting their responsibilities. Have each youth write the following on their paper:

- My three biggest personal responsibilities. After each responsibility make a list of who or what is impacted. (Why does it matter whether or not you do this?)
- At least three things that can keep you from meeting these responsibilities. What are some of the “roadblocks” that keep you from being responsible? (Prompt them to think about both internal and external obstacles you can use a particular role as an example: “What might prevent the leader of a student club or campaign from meeting their responsibilities?”)
- At least three things that support you in meeting your responsibilities.
- Ask for volunteers to share out.

V. DEBRIEF AND SHARING OF EXPERIENCE (15 MINUTES)

Sample questions:

- What are some strategies for overcoming roadblocks or obstacles? How can you use your strengths?
- How do the responsibilities you have now connect with your goals and what you want in life?

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): The responsibility that is most important to me right now...

LEADERSHIP

Session 6

90 minutes

OBJECTIVE:

Youth will identify goals for personal skill and attitude development, and understand the importance of reflection.

MATERIALS AND PREPARATION:

- Small, multi-colored candies for the Community Builder activity.
- Paper, pens, makers, and clipboards
- Envelopes
- Copy the *Goal Setting and Support Card* (Master Copy 2.6) before the session: one copy for each participant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): A goal I have is...

II. COMMUNITY BUILDER: CANDY GAME (10 MINUTES)

Pass around a bowl of small, multi-colored candies and instruct each person to take two to five of the candies (they choose the number). Once everyone has picked their candy, group members must tell one unique fact about themselves for each candy in their hands – they can't eat them to reduce facts needed! Variation: Each color is associated with a different question or statement that requires response. For example:

Red: Something you don't like or try to avoid.

Orange: Name something that motivates you.

Yellow: If you were ruler of the universe for a day, what is the first thing you would do?

Green: If you could have any job, what would it be?

Blue: What is your favorite dream about your future?

Pink: Something daring you have done.

 Leadership Goals


III. DEFINITION OF REFLECTION (40 MINUTES)

Step 1: Brainstorm: Ask the following questions: What is reflection? Think of the physical reflection provided by a mirror. What are some ways that we can respond to our reflection in a mirror? (For example, try to improve how we look, find things we like about how we look, try to accept certain things we can't change). Now think of reflection in other ways: What does reflection mean in terms of the kind of people we are and how we go about meeting our goals? Where does this type of reflection come from?

Step 2: Think: Give participants time to reflect on their strengths and weaknesses, what they really like about themselves and what they would like to change. Ask them also to think about what they want to develop during this program or year.


Facilitation Tip:

Use the letter-writing time to get an idea of what each youth would like to accomplish in terms of personal growth so that you can help them throughout the year.

Find a safe and memorable place to keep the letters.

LEADERSHIP

Session 6

90 minutes



Step 3: Write: Ask youth to write a letter to the person they hope to be at the end of this program or year. Suggest these ideas as they write the letters:

- What do you want that person to be like?
- How do you think you will get there?
- What strengths do you have that will help you reach your goal?
- What weakness do you want to work on?
- What experiences do you hope to have?
- What do you need from adult staff/teachers in order to meet your goals?

Ask the participants to take their time and be thoughtful. Ask them to think about all of the concepts that they have discussed so far. Let them know that they will not need to share the letter with others.

When they are done, seal the letters in envelopes and save them for the end of the year.

DO NOT TELL PARTICIPANTS THAT THEY WILL BE GETTING THE LETTERS BACK. DON'T LOSE THEM.

IV. GOAL CARDS (20 MINUTES)

Have youth focus on one main goal that is really important for them to meet this year. Hand out the *Goal Setting and Support Card* sheets and have each youth fill it out. Once everyone is done, have them circulate through the group and get "signatures of support" from the others who they think can and will support them in meeting their objective.

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Have each youth stand up and state his or her goal.

Example from Practice:

In the Middle School YELL program, each youth had a laminated YELL ID card that included their picture, goal, and a group picture on the back. Each youth decorated their own card before it was laminated.

LEADERSHIP

Session 7

90 minutes

Identity Cards Activity adapted from an activity by Maria Kelly, Academic Dean at the Saint Paul Conservatory for Performing Arts

OBJECTIVES:


Participants will understand how personal values affect leadership. They also will learn why it is important for groups to encourage diversity rather than suppress it.

MATERIALS AND PREPARATION:

- Index cards.
- Prepare categories on the People Bingo template and then copy enough *People Bingo Cards* (Master Copy 2.7a and 2.7b) for each participant.
- Prepare the room for Crossing the Line by clearing a space big enough for the entire group to stand and move around. In the middle of the space, draw or tape a line for participants to cross.
- Copy the *Crossing the Line Statements* (Master Copy 2.7c) for a reference or make your own list of statements.
- Review *Active Listening Guidelines* (Master Copy 1.1a) and *Confidentiality Guidelines* (Master Copy 1.1b) from Unit 1.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name one word you would use to describe yourself when meeting someone for the first time.



Facilitation Tip: Crossing the Line

Make sure there is an established level of trust and comfort in your group before doing this activity.

This can be an emotional activity. Don't rush through it. Allow plenty of time to discuss. If you are worried about time, cut the community builder short.

If you have extra time, let the participants digest what they have experienced by journaling or drawing.

Values and Identity

II. COMMUNITY BUILDER: PEOPLE BINGO**(10 MINUTES)**

This activity is designed to help youth get to know each other and to demonstrate the diversity within the group. Pass out *People Bingo Cards* and a pen to each participant. Give them time to fill up their cards. The person to fill up his or her card first wins. To encourage participation rather than competition, consider altering the goal: Try Instead to see how quickly the entire group can fill their cards.

III. CROSSING THE LINE (45 MINUTES)

Crossing the Line allows youth to think about their values, backgrounds, and experiences. Although the participants may appear to come from similar situations, it is likely that the group is comprised of much diversity. This activity will involve naming and personalizing some of this diversity (along with some similarities!). Make sure to review the *Confidentiality Guidelines* before starting this activity.

Step 1: Explain the group rules and expectations.

1. **No one is required to cross the line – or to participate at all.** However, ask those participants to reflect on what makes it difficult to cross the line or on why they do not want to participate – this will also reflect values!
2. Participants must use respectful listening and communication skills. They should remain silent throughout the activity, and nonverbal signals like giggling and eye rolling are not permitted. Make sure everyone agrees to the rules before you do the activity.
3. Finally, it is important to respect the dignity of each person involved in the activity. All that is shared must remain confidential, and no one should feel or offer any judgment.

Step 2: Have youth find a partner, and then have all partners sit facing each other in a circle format (one circle inside the other, so that the people inside the circle face their partners in the outside circle). This is an active listening exercise: If necessary, remind youth of the *Active Listening Guidelines*. Let youth know that they will each have one minute to share their

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Session 7

90 minutes

response to a question, then they will have one minute to listen to their partner's response. At the end of the first round, the people in the outer circle will all move one space and face a new partner. Repeat. At the end of the questions, ask youth to share some of the things they heard that surprised them or made them think. Suggested questions:

- What is your definition of values?
- Where did you learn your values?
- Who taught them to you?
- What specific values do you hold?

Explain to the group that values play a significant role in shaping someone's style of leadership. To understand leadership, people must also understand their values and how those values shape their actions. To understand the group, members must understand the diverse participants of which it is composed.

Step 3: Crossing the Line

Ask the participants to gather on one side of the room or line and face toward its center. Explain that you will call out specific categories, labels, and descriptions, and ask that all of those to whom this applies walk to the other side of the room or line. Start with an example like, "Anyone who wears glasses, cross the line." Participants who wear glasses, if they feel comfortable, cross the line and turn to face the participants on the other side. Ask participants on both sides to take the time to think about what it means to be on each side. Be slow and deliberate with the activity, and allow enough time for youth to get in touch with their thoughts and feelings. Then ask those participants to return to the original side, and continue with a new statement (see *Crossing the Line Statements*).

Step 4: Debrief

Use sample questions below to guide the discussion after participants have completed the activity. You can do this debrief as a full group, or if you have other leaders or volunteers, in several small groups.

- What feelings or thoughts did you have as you participated? What was it like when there were very few of you on one side of the line?

- What does this activity have to do with leadership? What did you learn through this activity that will make you a better person or leader? A better follower or partner in leadership?
- How did the movement of others influence you?
- Did you find yourself making judgments of others?
- What did you learn through this activity that can make our environment more welcoming?
- What does this activity have to do with values?
- Are there times in life when values are ignored? What is the result when values are ignored? Do values matter? Why?

IV. IDENTITY CARDS (20 MINUTES)

Step 1: Give each participant five index cards.

Step 2: Ask everyone to think of five words that define who they are. These words should link with groups with which the participants identify. As an example, you can say that you could put "facilitator" on your card because you facilitate this group. Religion, race, ethnicity, hobbies, last names also work well for this activity. The key is to focus on membership rather than characteristics. When participants have finished writing their five words on their five cards, ask them to stand in a circle. Ask the participants to look at their cards and decide which card they are willing to give up. Ask them to place the card in the center of the circle, but remind them that by putting the card there they no longer identify with that group. Repeat the process slowly and thoughtfully until all participants are left with only one card that defines them. Then go around the room and share what that card says.

Step 3: Debrief with the following questions: How did it feel to give up cards? Did it get easier or harder as you got to your last two? What is the point of this activity? What does it tell you about the group? Have any of you ever been in a situation where you had to "give up your card" or suppress part of who you are? How does that feel? What can our group do to make sure that no one has to suppress part of their identity? What can we do outside of this group to help with this issue? What does this have to do with leadership?

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): One thing you do to express your identity in positive ways...



LEADERSHIP

Session 8

90 minutes

OBJECTIVES:

Youth will reflect on their values and how they prioritize their values.

MATERIALS AND PREPARATION:

- Copy and cut out values from the *Value Trading Activity* (Master Copy 2.8). There should be enough values for each person to have three.
- Gather or make fake money – enough for each student to have \$200 in a variety of denominations.
- Paper or cloth bag.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World):
Something I value is...

II. WARM UP: LISTEN AND RESPOND (20 MINUTES)

The purpose of this exercise is to practice, as a group, the skill of listening and responding to questions. Ask for a volunteer to answer questions from other group members. Next, ask for a second volunteer to ask the first question. The purpose of the questions is to learn more about the person (questions could be “What do you think of your city?” or “What are your hobbies?”). Ask the others to go around in a circle, with each participant asking a follow-up question based on the last answer. The follow-up questions must connect to the person’s answer! After a few follow-up questions, switch so that other youth get a chance to answer.

III. VALUE TRADING (40 MINUTES)

Let the youth know that you are going to do an activity that asks them to think about what they value most. They will each get some money and three values. They will have a set amount of time to trade, sell, or buy values with one another.

Value Priorities



Step 1: Distribute \$200 to each person (any denominations). Put all of the values in a bag or hat and have each person draw three. Give youth a few moments to look at their values.

Step 2: Give 10 minutes to trade, buy, or negotiate for values (**Round 1**). At the end of the time period, call “stop” and have the youth come back into a circle with the values and money they ended up with. Have youth share a few of their experiences and reactions.

Step 3: Let youth know that they will now have more opportunities to trade, buy, or negotiate for other values. Do two more rounds of trading with the following differences:

Round 2: Same as Round 1, but each person must keep at least one of their three original values.

Round 3: Same as Round 1, but distribute different amounts of money: with some people receiving only \$20 and others receiving up to \$600.

Other option: Limit trading by starting with trading between two people, then expand trading to four, then to the full group.

Note: After each round, collect all of the values and have everyone draw again. Use the format and combination of rounds that works best for your group.

LEADERSHIP**Session 8****90 minutes****IV. DEBRIEF (15 MINUTES)**

Sample questions for youth: What did you notice about yourself and others? What were the things that were most coveted? Least? Why do you think this is? Did you have a strategy or goal in this activity? What does this say about how our values influence how we act?

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): A value I have that I want to pay more attention to is...

LEADERSHIP

Session 9

90 minutes

OBJECTIVES:

Youth will learn about one another and reflect on the strengths of their group as a community.

MATERIALS AND PREPARATION:

- Butcher paper, pens, markers, and clipboards.
- 11x14 paper.

**I. OPENING: ATTENDANCE, SNACKS,
ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)**

Opening Circle Statement (Around the World):
Something I like about myself or my life is...

II. WARM UP: FOCUS AND COUNT (5 MINUTES)

The object of the game is for the group to count to 10 without people saying the same number at the same time, or saying the same number twice. No one is allowed to gesture or talk to decide who will say the next number. Have someone start out by saying the number 1. Then without saying anything or making a gesture, someone else has to say 2, then someone else says 3 and so on until the group gets to 10. If people speak at the same time, or gesture, start over!

III. ASSET MAPPING (30 MINUTES)

Introduce the concept of assets: positive things or strengths. An asset can be a skill, a quality, or a resource (like money, a person, a building, or a program). Ask for examples.

 Personal Asset Mapping



Step 1: Hand out the 11x14 paper, colored pencils, and markers, and ask the youth to write their names in the center of the paper. Around their name they should represent their assets, such as skills, talents, personality traits, interests, and family and friends, using words or symbols and pictures. This should be done individually and silently. Let them know that they will be sharing these maps when they are completed. Have adult staff and leaders do the activity as well.

Step 2: Share back: Invite participants to share out. To help people feel comfortable, the facilitator can model his or her map for the group.


IV. DEBRIEF (10 MINUTES)

Sample questions:

- What similarities or differences did you notice among yourselves?
- Did you notice any similarities with the adults?
- Do any of these similarities reflect the fact that you all live in _____?
- Does this give you any new ideas about what the assets of our community might be?

V. CLOSING (5 MINUTES)

Have everyone give a "shout out" or "prop" to the person on their left.


Facilitation Tip: Asset Mapping

Walk around the room as youth work, offering additional prompts, such as

- *What about your ability to get along well with others?*
- *Do you speak more than one language?*
- *What other things make you feel good about yourself?*
- *What other things do you do well?*
- *Who else makes you feel good about yourself?*

LEADERSHIP

Session 10

90 minutes

Adapted from "The Spectrum of Adult Attitudes Toward Young People," The Technology of Prevention Workbook, William A. Lofquist, Associates for Youth Development Inc., 1989, pages 47-50.

Youth as Leaders and Resources

OBJECTIVES:

Youth and staff will examine a "youth as resource" perspective and think about youth and adult relationships in organizations and communities.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Write the numbers one through 10, each on a piece of paper, and hang up as a continuum placed along a wall.
- Copy the *Youth as Objects, Recipients, Resources* handout (Master Copy 2.10) before the session: one for each participant.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Think of someone your age that you feel has a lot of power. In what settings or circumstances does this person have power?

II. WARM UP: PICK YOUR NUMBER (15 MINUTES)

Along the wall or on the floor, place the numbers one to 10 with enough room for several people to stand at each number. Tell participants they should stand next to the number that represents where they think the statement falls on the continuum of youth inclusion: one represents youth being completely excluded, and 10 represents youth being fully encouraged and welcomed.

Ask the participants the following questions: To what extent are young people involved in the planning, operations, and evaluation of programs and organizations that exist to promote their well being (in other words, how much influence do youth have) at the:

- National level?
- State level?
- In this program or group?
- Community level?
- School level?

After everyone is standing at one of the numbers, ask a few participants what made them choose that number and why. Make sure that participants understand that there is no right or wrong answer – it is their opinion of what exists. Ask participants how they would like it to be, ideally.

III. ROLE PLAY (20 MINUTES)

Step 1: Divide into small groups and ask youth to do the following: (1) Brainstorm a list of situations in which youth tend to feel powerless, and come up with some specific examples from their experience. (2) Prepare a skit to demonstrate a situation where a young person feels powerless simply because he or she is young. Each role play should be two to three minutes long. Suggest that the groups use real-life experiences for inspiration, and encourage them to use a clear situation with clear characters.

Step 2: Bring groups back together, have each group present their list of examples, and then perform its role play. After every group has presented, ask: What similarities were there among the skits? What themes about youth experiences can be identified from the skits?

IV. YOUTH AS OBJECTS, RECIPIENTS, RESOURCES (40 MINUTES)

Step 1: Distribute the *Youth as Objects, Recipients, Resources* handout. Ask if there are any questions about these three styles of youth participation. Ask youth to identify how the styles are different and to name an example or two for each area.

Step 2: Break participants into small groups and assign each group an area – objects, recipients, or resources. They have 10 minutes to work together. Give each group one piece of butcher paper and markers, and ask them to write examples from their lives of their assigned style. Ask each group to discuss the following:

- What kinds of organizations and systems operate in this fashion?
- What are some of the feelings youth might have in this style?
- What are some of the behaviors for youth and adults in this style?

Step 3: Have groups share back the themes of their brainstorm. Let youth know that next session they will identify what types of structures they want to have in this group or program.

V. CLOSING: (5 MINUTES)

Closing Circle Statement (Around the World): Name a time when you have felt respected and powerful.



Facilitation Tip:

Youth as Objects, Recipients, Resources should be done with both the youth and adult members of the organization.

LEADERSHIP

Session 11

60 minutes

Structures of Organizations was adapted from an activity created by Youth in Focus of Oakland, www.youthinfocus.net

OBJECTIVES:

Youth will develop a working model of the youth and adult relationships for this program or project, and increase awareness of power and who is making the decisions in organizations.

MATERIALS AND PREPARATION:

- Copy and cut out the different *Structures of Organizations Scenarios* (Master Copy 2.11).
- Butcher paper, tape, and markers.
- Two sets of prepared index cards with words for Pictionary Race (see Warm Up).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Where in my life do I have the MOST power to make decisions?

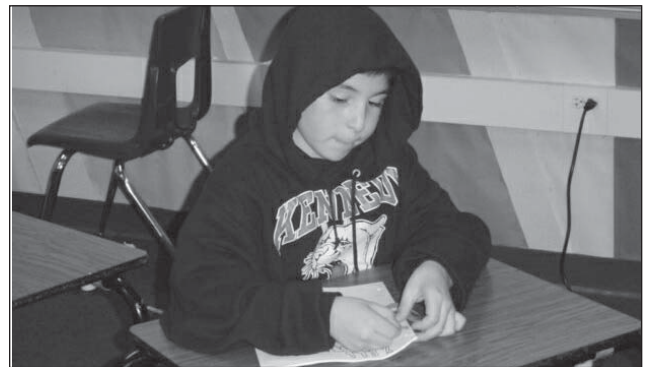
II. WARM UP: Pictionary™ RACE (10 MINUTES)

Divide the group into two teams, and have each team go to a different side of the room. Each team should have a few sheets of butcher paper and markers or pens. Stand in the middle of the room with two sets of index cards (about five cards in each set), each card labeled with a secret word. When the facilitator says "go," each team sends a representative to see the secret words. The representative then returns to the group, draws (without talking), and the team has to guess the word. Once they guess it, they send another team member to read and draw the next word. If you are using the same sets of words for both teams, remind them that if they don't want the other team to hear their answers! Whoever finishes first, wins. (Sample words: Leader, Community, Student, Activist, Principal, Park, Friend).

Facilitation Tip:

Remind youth to focus on characteristics of each organization, such as who has the power, who makes decisions, who runs programs, to determine where the organization belongs.

Youth-Adult Power in Organizations



III. YOUTH AND ADULT POWER DISTRIBUTION (20 MINUTES)

Step 1: Remind participants of the three styles of youth involvement:

- Youth as Objects: Adults know what is best for young people and control situations in which youth are involved.
- Youth as Recipients: Adults allow young people to take part in decision making because they think the experience is good for youth.
- Youth as Resources: Adults respect young people as having something significant to offer, and youth are encouraged to become involved.

Step 2: Explain that there is a range among the three frameworks. Many organizations are not just one of the styles but a combination. Describe three common styles of youth and adult organizations:

- Youth led: Youth make all of the decisions and run all aspects of the program.
- Youth and adult partnerships: Youth and adults make decisions together and share responsibilities of the program.
- Adult led: Adults make all of the decisions and run all aspects of the program.

LEADERSHIP

Session 11

60 minutes

**Facilitation Tip:**

If you do this activity with a group of more than 10 participants, you may want to have two or three sets of the Structures of Organizations paper slips. Before the slips are handed out, divide the group into two or three smaller teams. Have each team line up separately, and then have discussion as one large group.

Step 3: Hand out five slips of paper with the example organizations from the *Structures of Organizations: Scenarios* and have youth read the slips out loud. Tell participants that they will be forming a line, with the program that is most youth led on the right and the program that is least youth led on the left. Have students without slips help others line up. Once participants have begun forming their line, encourage them to double check with the person to the left and right to make sure they are where they think that they should be. After everyone has lined up, ask them to go down the line and read the slips of paper.

IV. DEBRIEF (15 MINUTES)

Ask the following questions:

- Why did you line up in that order? At what point does it turn into a youth-led program? Youth-adult partnership? Adult-led?
- Which organizational structure do you like best or think would work the best for this group? Why?
- In what ways does this group currently match this structure of organization? In what ways is it different?

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): I would like to see more youth involved in...

Example from Practice:

Before engaging in this activity, high school students in West Oakland felt that YELL should be strictly youth-led, which meant young people should be in charge of all aspects of the program. However, after completing the power distribution line-up, the participants realized that support from adults actually enhances young people's ability to lead and make decisions. Given the demands of school, extracurricular activities, and family, it was not feasible for youth to be responsible for all of the grant-writing, hiring and daily management of the program. In the end, the students decided that a program was still youth-led if youth participants make most decisions, lead most activities, and support hiring and grant-writing activities but adult allies provide guidance and administrative support.

LEADERSHIP

Session 12

60 minutes

“The cynic says, ‘One man can’t do anything.’ I say, ‘Only one man can do anything.’” -John W. Gardner

OBJECTIVE:

Youth will understand the power of individuals - including themselves – to create change.

MATERIALS AND PREPARATION:

- Paper, pens, markers, and clipboards for the Community Builder.
- Copy *The Star Thrower* story (Master Copy 2.12) before the session: one for each participant.
- Poker chips or tokens.

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): A hero is someone who...

II. COMMUNITY BUILDER: DO YOU LOOK LIKE A SUPERHERO? (15 MINUTES)

Have each participant draw a “community superhero” suit that a hero would wear. What objects would a superhero in your community need in his or her toolbelt? What image would a hero present? Does your hero stand out in a crowd with bright colors, or does your hero look like someone in your school, your neighborhood, your religious community? Have each participant explain to the group the reasons behind each detail of his or her drawing.

III. THE POWER OF ONE (15 MINUTES)

Step 1: Have a volunteer (or several) read *The Star Thrower* out loud.

Step 2: Discuss as a group the role of the individual in creating change. Sample questions:

- What do you think about this story? Did you like it or not? Why?
- What are the messages in this story? What do you think about the messages?

The Power of One



- Why do you think the author chose to call the old man wise?
- Why do you think the author made the star thrower young?
- What does it mean to make a difference?
- How significant does your action have to be?

IV. DEBRIEF (10 MINUTES)

- How is this sort of thing happening in our lives and in our community? Who are the starfish throwers that we know? What types of things do they do?
- How do I contribute to others and their lives? What are some of the small things I do?
- How does the “power of one” apply to a group of people like this one?

V. CLOSING (10 MINUTES)

Give one poker chip to each participant. Write the year and the program name on the chip. Before handing out the poker chips, talk to the participants about how all of the people who make a difference take chances and risks to make change. Pass out the poker chips, and ask the youth to keep them some place where they can constantly be reminded that they can make a difference, even in small ways.

NOTES



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 Leadership Definitions and Quotes (page 1)

Leadership is the ability of an individual to set an example for others and lead from the front. It is an attitude that influences the environment around us.

— en.wikipedia.org/wiki/Leadership

"My definition of a leader. . . is a man who can persuade people to do what they don't want to do, or do what they're too lazy to do, and like it."

— Harry S. Truman, President of the United States 1945 (1884-1972)

"...Leaders are people who do the right thing."

— Warren Bennis, university president, leadership author (1925-)

"The time is always right to do what is right."

— Martin Luther King Jr., civil-rights leader, minister (1929-1968)

"Leadership at one time meant muscle. Today it means getting along with people."

— Indira Gandhi, prime minister of India 1966 and 1980 (1917-1984)

"If I have seen farther than others, it is because I was standing on the shoulders of giants."

— Isaac Newton, physicist, mathematician, astronomer, inventor (1643-1727)

"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."

— John Quincy Adams, President of the United States 1817 (1767-1848)

"The price of greatness is responsibility."

— Winston Churchill, British prime minister 1940 and 1951 (1874-1965)

"How wonderful it is that nobody need wait a single moment before starting to improve the world."

— Anne Frank, diarist (1929-1945)

"Leaders are visionaries with a poorly developed sense of fear and no concept of the odds against them."

— Robert Jarvik, heart surgeon, inventor (1946-)



 Leadership Definitions and Quotes (page 2)

"...Leadership is the capacity to translate vision into reality."

— Warren Bennis, university president, writer on leadership (1925-)

"It is not enough to teach our young people to be successful...so they can realize their ambitions, so they can earn good livings, so they can accumulate the material things that this society bestows. Those are worthwhile goals. But it is not enough to progress as individuals while our friends and neighbors are left behind."

— César Chávez, labor leader and civil rights activist (1927-1993)

"The function of leadership is to produce more leaders, not more followers."

— Ralph Nader, activist lawyer, consumer advocate (1934-)

"All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership."

— John Kenneth Galbraith, U.S. economist (1908-2006)

"Leadership is influence – nothing more, nothing less."

— John C Maxwell, American pastor, author, leadership expert (1947-)

"Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential."

— Warren Bennis, university president, writer on leadership (1925-)

"My grandfather once told me that there were two kinds of people: those who do the work and those who take the credit. He told me to try to be in the first group. There is much less competition."

— Indira Gandhi, prime minister of India 1966 and 1980 (1917-1984)

"Leaders can express the values that hold the society together."

— John W. Gardner, Secretary of Health, Education, and Welfare 1965 (1912-2002)

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

— Lao Tzu, Chinese Philosopher, founder of Taoism (600-531 BC)

"The prime function of a leader is to keep hope alive."

— John W. Gardner, Secretary of Health, Education, and Welfare 1965 (1912-2002)

"Whoever is providing leadership needs to be as fresh and thoughtful and reflective as possible to make the very best fight."

— Faye Wattleton, first African American president of Planned Parenthood 1978 (1943-)



 Leadership Definitions and Quotes (page 3)

"A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to be."
 — Rosalynn Carter, First Lady of the United States 1977 (1927-)

"I think a major act of leadership right now, call it a radical act, is to create the places and processes so people can actually learn together, using our experiences."

— Margaret J. Wheatley, writer and management consultant who studies organizational behavior

"The art of leadership is saying no, not yes. It is very easy to say yes."

— Tony Blair, British prime minister 1997 (1953-)

"The secret of a leader lies in the tests he has faced over the whole course of his life and the habit of action he develops in meeting those tests."

— Gail Sheehy, journalist (1937-)

"...Leaders can conceive and articulate goals that lift people out of their petty preoccupations and unite them in pursuit of objectives worthy of their best efforts."

— John W. Gardner, Secretary of Health, Education, and Welfare 1965 (1912-2002)

"It's the little things citizens do. That's what will make the difference."

— Wangari Maathai, Nobel Peace Prize winner 2004 (1940-)

"It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership. "

— Nelson Mandela, President of South Africa 1994 and Nobel Peace Prize winner 1993 (1918-)

"We must become the change we want to see in the world."

— Mahatma Gandhi, political and spiritual leader (1896-1948)

"Leadership has a harder job to do than just choose sides. It must bring sides together. "

— Jesse Jackson, politician and civil rights leader (1941-)

"If one is lucky, a solitary fantasy can totally transform one million realities. "

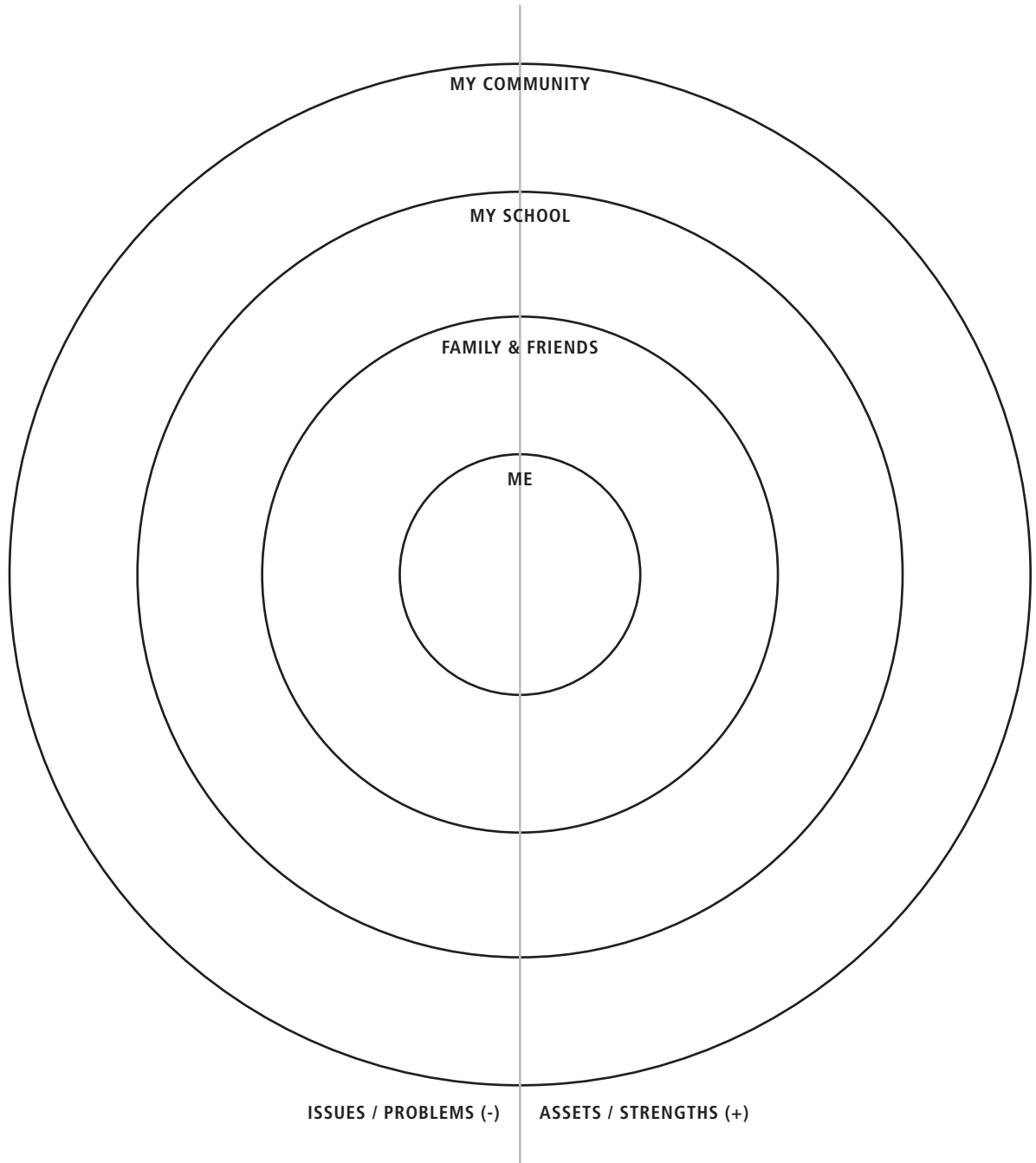
— Maya Angelou, poet (1928-)

"We cannot seek achievement for ourselves and forget about the progress and prosperity for our community. Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."

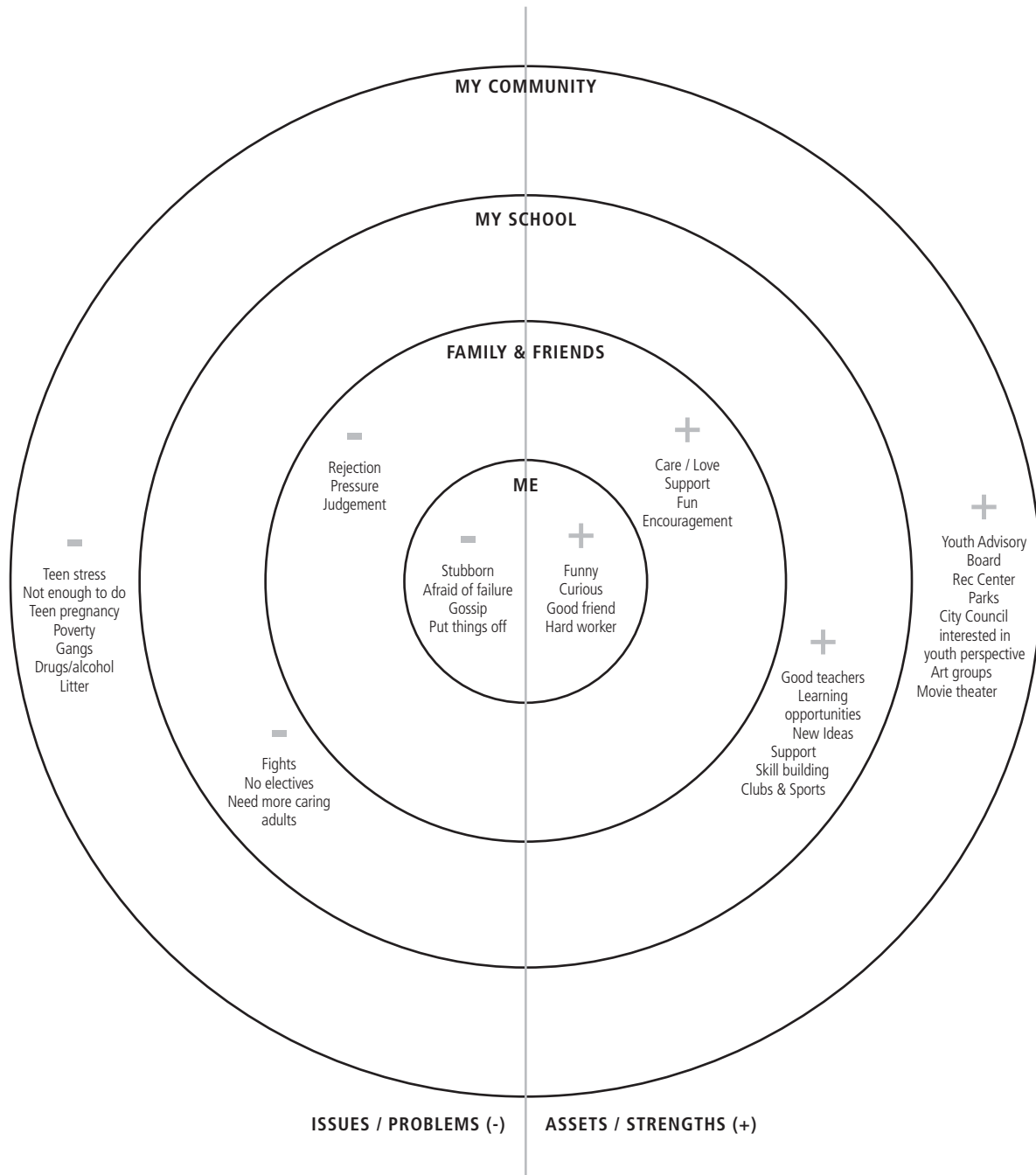
— César Chávez, labor leader and civil rights activist (1927-1993)

Circle of Influence

What are the strengths/assets and challenges/issues that exist in your community, school, friendship circles, and within yourself?



Circle of Influence - Example



Leadership Compass

*Leadership Compass adapted from an activity designed by the Bonner Foundation and
COOL (Campus Outreach Opportunity League) www.bonner.org*

EAST	SOUTH
<ul style="list-style-type: none"> • Visionary who sees the big picture • Very idea oriented, focus on future • Insight into mission and purpose • Looks for overarching themes, ideas • Likes to experiment, explore • Strong spiritual awareness • Appreciates a lot of information • Persuasive • Energetic, brainstormer • Likes newness • Turns resources into new ideas/products • Values words: "option" and "possibility" 	<ul style="list-style-type: none"> • Allows others to feel important in determining direction of what is happening • Value driven regarding aspects of professional life • Uses professional relationships to accomplish tasks, interaction is primary • Empathetic, supportive, nurturing to colleagues and peers • Willing to trust others' statements at face value • Feeling-based, trusts own emotions and intuition; intuition regarded as truth • Team player, receptive to other's ideas, builds on ideas of others, noncompetitive • Able to focus on present moment • Values words: "right" and "fair"
WEST	NORTH
<ul style="list-style-type: none"> • Seen as practical, dependable, and thorough in task situations • Helpful to others by providing planning and resources • Moves carefully and follows procedures and guidelines • Uses data analysis and logic to make decisions • Weighs all sides of an issue, is balanced, introspective, self-analytical • Thoroughly examines people's needs in situations • Works well with existing resources – gets the most out of what has been in the past • Skilled at finding fatal flaws in an idea or project • Values words: "details" and "objective" 	<ul style="list-style-type: none"> • Assertive, active, decisive • Likes to be in control of professional relationships and determine course of events • Quick to act, expresses sense of urgency for others to act now • Enjoys challenges presented by difficult situations and people • Thinks in terms of "bottom line" • Likes quick pace and fast track • Courageous • Perseveres, not stopped by hearing "NO," probes/presses to get at hidden resistances • Likes variety, novelty, new projects • Comfortable being in front • Values action-oriented words: "Do it now." "I'll do it!" "What's the bottom line?"

Instructions: Circle the words/descriptions which best describe you. Which area best describes your orientation?

 Leadership Skills and Qualities Self Assessment

LEADERS INSPIRE AND INCLUDE OTHERS:	
QUALITIES	SKILLS
Caring Authentic Creative or innovative Hopeful and positive Visionary	Clear and compelling communication Team building Relationship building Delegating
LEADERS ORGANIZE AND STRUCTURE PEOPLE AND PROCESSES:	
QUALITIES	SKILLS
Focused Consistent Committed	Planning Time management Problem solving Policy setting Goal setting Decision making Conflict resolution Meeting facilitation
LEADERS UNDERSTAND AND CHALLENGE IDEAS AND PRACTICES:	
QUALITIES	SKILLS
Curious Open to new ideas or perspectives Interested in learning Thoughtful Flexible	Analysis Research Active listening Critical thinking Reflection Debate Questioning assumptions

Assignment:

Circle the qualities and the skills that best describe you.

Underline the qualities and the skills that you would like to work on developing.

☆ Star the quality and the skill that you would most like to develop.

Which of the three areas is your strongest?





Goal Setting Support Card

ONE **CHANGE** I WANT TO MAKE IN MYSELF:

ACTIONS I NEED TO TAKE TO MAKE THIS HAPPEN:

I WILL KNOW I HAVE BEEN **SUCCESSFUL** WHEN...

PEOPLE WHO WILL HELP ME:

SIGNATURES OF SUPPORT

 People Bingo - Example

Someone who plays basketball	Someone who likes chocolate ice cream	Someone who was born in another state or country	Someone who will whistle "Mary had a little lamb" for you	Someone who will do 10 jumping jacks for you
Someone who loves to read	Someone who is wearing black socks	Someone who has been to Washington, DC	Someone who has a pet dog	Someone who has at least two sisters or brothers
Someone who plays an instrument	Someone who knows how to skip	FREE	Someone who has freckles	Someone who wears glasses
Someone who watched a movie last night	Someone who has been to Oregon	Someone who will sing the "ABC Song" for you	Someone who is wearing a necklace	Someone who speaks two or more languages
Someone who likes to cook	Someone who had a sandwich for lunch	Someone who knows how to skateboard	Someone who has painted fingernails	Someone who is wearing a hat

This is a sample. Use the Template to make up a People Bingo card that is challenging and relevant for your group composition and community context.



People Bingo

		FREE		

Crossing the Line Statements

Important: Have all youth read and agree to the *Confidentiality Guidelines* prior to starting this activity (see Master 1.1b on page 70).

BEFORE STARTING THE ACTIVITY, PLEASE SELECT STATEMENTS CAREFULLY.

Add or subtract from the list according to the nature of your group, using statements that are relevant and appropriate for your process. The statements below are recommended for most groups: **Anyone who (fill in from below) cross the line.**

- was born in this state
- was born in another county
- is female
- prefers day to night
- has never flown
- is a person of color
- is proud of their heritage
- feels that he or she knows very little about his or her cultural heritage
- is the oldest in the family
- is the youngest in the family
- is an only child
- considers him or herself a Democrat/Republican/Socialist
- does not connect with any one political party
- considers him or herself religious
- is atheist or agnostic
- is proud to live in their neighborhood or community
- feels stressed by school
- feels stressed by home life
- helps take care of other family members (siblings, etc.)

THESE STATEMENTS ARE RECOMMENDED FOR ESTABLISHED GROUPS WITH ONGOING ADULT SUPPORT. ANYONE WHO...

- has been in love and been hurt
- would describe his or her family as blue collar or working class
- would describe his or her family as middle class
- would describe his or her family as upper class
- sometimes has low self confidence
- sometimes feels lonely
- has ever been in a fight to prove he or she was tough
- has earned all A's in a semester
- has earned all A's and B's
- grades are usually lower than B's
- is adopted
- parents or caregivers have divorced
- has had one or more of their parents pass away
- believes it is OK for someone to have a date of the same gender at a social event
- has a family member who is gay, lesbian, bisexual, or transgender
- is choosing to abstain from sex until marriage
- has experienced the effects of alcoholism in their family
- has experienced the effects of drug addiction in their family
- has a friend or relative who has been sexually assaulted or abused
- has not yet crossed the line



 Value Trading Activity

Perfect health until age 100

United States Senate Seat

\$500 winning lottery ticket

A fulfilling relationship

Peace of mind

A satisfying career

A supportive, happy family

A summer house wherever you want

Time to travel every year

Car of your dreams

Ability to write a book that could influence generations

Loyal friends

On the cover of your favorite magazine

Fun every day

A cure for cancer

Healthy children

Financial independence

House of your dreams

Trip into history

Popularity

Famous muralist

A four-year college scholarship

Freedom

Ability to make people feel safe and comfortable

Cure for AIDS

Ability to be invisible

True love

Big, happy family

Ability to fly

Opportunity to speak directly to the President and Congress

Unlimited spending at my favorite mall

Fluent in eight languages of your choice

Trip into the future

Great talent in music or art

Perfect S.A.T. score

Reputation as kind and generous

Known by all as trustworthy and honest

A college degree, with honors

Contentment

A Nobel Peace Prize

Youth as Objects, Recipients, Resources

YOUNG PEOPLE VIEWED AS OBJECTS

- Adults know what is best for young people and control situations in which they allow them to be involved.
- Adults feel that young people have little to contribute and may work to keep young people in relatively powerless positions.
- Youth are not included in the design of the program or opportunity.
- Adults believe that the responsibility of the young person is to take advantage of the program or opportunity designed by the adult.

YOUNG PEOPLE VIEWED AS RECIPIENTS

- Adults allow young people to be valued in the design of the opportunity but the primary emphasis of this adult attitude is on how the young person will benefit from participation, not on what the young person has to offer to the design process.
- Adults are still well in control of the conditions under which the young person participates.
- Adults allow youth participation because of the value of the experience to the young person.
- Adults want to prepare young people for the future as responsible decision makers.

YOUNG PEOPLE VIEWED AS RESOURCES

- Adults view young people as resources and respect the contribution young people can make to planning, operation, and evaluation.
- Leadership and decision-making roles involved can be shared by adults and young people.
- Both young people and adults may need to learn skills and attitudes necessary for shared decision making.
- Youth and adults both have strengths to contribute.



Structures of Organizations: Scenerios

Structures of Organizations was adapted from an activity created by Youth in Focus of Oakland, www.youthinfoocus.net

In this project, youth staff serve as project directors and are on the board of directors or leadership team. They are responsible for everything. They are in charge of creating the project's vision, setting goals, raising money for program costs, planning the year, creating lesson plans, organizing activities or events, facilitating meetings, hiring and training all new employees or members, supervising new employees, and reporting back to the sponsoring organization or funder. There are no adult employees except at the sponsoring organization.

In this project, youth create the mission of the project, set goals, plan for the year, create lesson plans, run meetings, organize activities or events, and hire, train, and mentor new youth members on their own. Adults are responsible for raising money for program costs, reporting back, and hiring any adult staff to help with fundraising or research.

In this project, the board of advisors for the project, or leadership team, is made up of both youth staff and adult staff. Both adults and youth get to vote on decisions. This board makes the major decisions and planning for the project, like the goals for the year or the research topic. They also evaluate how the program is going. Youth staff supervise and mentor new youth members, who can make smaller decisions. Youth staff are in charge of small projects and have to report back to the leadership team. With the support of youth staff, adults create daily activities to meet decided goals, raise money and report back. Adult staff supervise and mentor youth staff.

In this project, there is an advisory board of youth staff, but youth can't vote, just give advice. Adult staff make all of the final decisions. With the advice of the youth staff, adult staff create the vision, set goals, raise money, and hire or fire employees. Adults run all of the after-school meetings and work with youth to organize activities or events. Adult staff tell youth what to do and how to do it.

In this project, there is an advisory board of youth staff and adult staff, but only youth staff can vote. This leadership team makes all of the major decisions for the project and evaluates whether the project is meeting its goals. Youth staff facilitates after-school meetings with the support of adults. Adults support Youth Staff in making lesson plans and planning activities, giving youth choices about what to do and how. Adults make suggestions and give constructive feedback instead of telling youth what to do, and the youth make the final decisions.

The Star Thrower

Eisley, L. (1978). The Star Thrower (adapted by MuttCats to The Star Fish Story).

Retrieved July 6th, 2007, from <http://muttcats.com/starfish.htm>

Once upon a time, there was a wise man who liked to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work. One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dance. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.

As he got closer, he noticed that the figure was that of a young man, and that what he was doing was not dancing at all. The young man was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer and called out, "Good morning! May I ask what it is that you are doing?"

The young man paused, looked up, and replied, "Throwing starfish into the ocean."

"I must ask, then, why are you throwing starfish into the ocean?" asked the somewhat startled man.

To this, the young man replied, "The sun is up and the tide is going out. If I don't throw them in, they'll die."

Upon hearing this, the wise man commented, "But, young man, do you not realize that there are miles and miles of beach and there are starfish all along every mile? You can't possibly make a difference!"

At this, the young man bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said, "It made a difference for that one."

NOTES



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