Welcome 4-H Leaders!

Welcome to the “Exploring Leadership” project. Exploring Leadership consists of lots of important information, fun facts, and hands on activities that covers the basics of developing youth leadership. This guide provides you with project meeting plans (Skill Builders) that include, a skills list, background information, activity suggestions, and ways to know if your members have learned the skills identified. In short, all the information and tools necessary to make this project a rewarding one for you and your members.

In this project, members will examine, by learning to do by doing, themselves and their leadership ideas, their values, communication, goals, inspiration, and teams. This project has many art activities used as concrete examples of leadership. An excellent resource with alternative activities is the 4-H Club Pack (available at MAFRI Offices/Centres). The Leader Guide is written with the expectation that the project leader(s) will have a working knowledge about leadership. If not, you may need to do some pre-work / research on the activities, or recruit assistance for certain sections.

Be sure to try out activities, demonstrations or hands on work ahead of time to ensure you have an understanding of each Skill Builder - this also allows for any adjustments should an activity not work for you or if any equipment or supplies are unavailable.

The 3D’s of Learning - Each Skill Builder has three sections of learning called “Dream it!”, “Do it!” and “Dig it!”. Below is a description of each.

Dream it! Plan for Success - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in-depth background information on the topics, material lists, suggestions, time requirements for activities, and activating, acquiring, and applying questions to engage member’s thinking through each step of the learning process.

Do it! Hands on learning - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

Dig it! What did you learn? - this simply means that members and leaders need to ‘dig into their learning’. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skill building outcomes for members in this project are on the chart on the following page.
What Skills Will The Member Learn?
Each section, Skill Builder (or Builder) in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

To complete this project, members must:
- Complete the activities in each Builder OR a similar activity that focuses on the same skills as you and your members may plan other activities
- Plan and complete the Showcase Challenge
- Complete the Portfolio Page
- Participate in your club’s Achievement (See the inside back cover for more information about 4-H Achievements).

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| Showcase & Portfolio      |            |      |
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Showcase Challenge and My Portfolio Page

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is a graphic organizer used to keep track of members’ 4-H experiences. As each member learns skills, the evidence of learning (through participation and completion of the various activities) is recorded on the page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

4-H leader assessment of members will happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done”). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, the following general learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

4-H Project Series Skill Development Levels

Each project topic series contains three levels of skill development: explore, discover, and master.

**Explore** - each project series has is one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level projects. It introduces the basic skills and terms needed by members for subsequent projects in that series.

**Discover** - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice topic specific techniques and gain theme related skills through specialized builders.

**Master** - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The Leader’s role is look for opportunities for their members to have more authentic experiences by: working with other mentors, partnering with outside agencies, participating in exchanges, entering competitions, etc. Projects at this level may include the “Partner-a-Project” whereby pre-approved courses will allow members to advance their skills, while applying their learning to the 4-H program.
4-H LEADER TIPS FOR SUCCESS!

♦ To complete, members must complete all the activities referred to on the “Project Completion Requirements” page OR alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.

♦ Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.

♦ The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of any products they may sell. Information/products will be used at your own discretion.

♦ Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate supervision is provided. A quality experience needs to be a safe experience.

♦ The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of writing, reading, hands-on work, artwork, self-evaluation, group discussion and math calculations. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills. These are valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) amongst members, or by other adults, also contributes to a positive experience.

♦ There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go onto the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the quality of their designs. Creating inventive 4-H members will be very rewarding.

♦ Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the highlight of their 4-H year.

Have fun and thanks for your belief in young people!
Skill Builder 1: ME!

Skills Checklist

- Be self aware
- Share personal ideas
- Interview and speak with others
- Express oneself through art
- Celebrate strengths

“You must believe in yourself before you can believe in others.”
- Anonymous

*This builder can be done over one or two meetings depending on the choice for the activities.

Background for Leaders

Why such a focus on the individual? In the field of Leadership Development, it is a commonly held belief that before you can lead or manage others, you first must get in tune with and understand yourself.

As a foundation for exploring concepts of leadership, this builder sets the tone for self awareness and introspection. By starting to ask some of these question and creating open dialogue with the group, we are setting the stage for further development in leadership concepts.

The questions that are being raised for participants in this builder include:

- Who you are (identity)
- What you are about. (values)
- What you like. (interests and passions)
- What you do well. (perceived strengths)

Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

<table>
<thead>
<tr>
<th>Leadership</th>
<th>The capacity or ability to lead, guide, or direct others.</th>
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<tbody>
<tr>
<td>Management</td>
<td>The act, manner, or practice of managing or handling supervision or control.</td>
</tr>
<tr>
<td>Self Awareness</td>
<td>Self-awareness is the concept that one exists as an individual, separate from other people, with private thoughts, feelings, and abilities.</td>
</tr>
<tr>
<td>Diversity</td>
<td>The state or fact of being different.</td>
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Dream it!

Thinking Ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion.
Preparing for Success

Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

1. Ask members what they think Leadership means? You should find that you will get a real variety of answers and perspective. This is expected when discussing this topic.
2. For younger members, coming up with some examples of leaders might be a good way to introduce the idea.
3. Ask why they think the title of the first Builder is ME!. What does that have to do with becoming a good leader. Explain the importance of knowing yourself before you can lead others. A large component of this project series is about developing self awareness.

I Am More Like...

Activity Goals
To introduce the idea of self awareness in a fun and non-threatening format. Get members thinking about themselves in a creative way. Create some action and excitement.

Age Considerations
Great for all ages. Older members can brainstorm their own lists as part of the exercise.

Time Required
3 - 15 minutes

Equipment / Supplies
Line on floor, tape, or rope as divider. Otherwise just have the group stand in different areas or up against different walls.

Resources Handouts / References (for both members and leaders)
Pre made list (as included in this manual)

Instructions

- Have the group stand together in an open space.
- Explain that the activity is called “I am more like” and that you will be reading out pairs of items.
- They need to decide which item they are “most like” (not what they like most, but what of the two items they are most like).
- Identify the area that group 1 is going to gather, and the area that group 2 is going to gather.
- After members choose the item / area they associate with, and have gathered, ask a few of them why they chose it. What about the item do they associate with? (only ask a few members every few rounds, this is supposed to be a fast paced and funny activity.)
Discussions / Comments

It may be hard for some to get into the creative mind set for this activity, or they might not associate with either item. Just remind them it’s all in fun and to pick the one they feel is the best fit. If they still cannot choose, they can be neutral.

ARE YOU MORE LIKE...

- a bath or a shower?
- a beanbag chair or a Lazyboy?
- leather or Lycra?
- a donkey or a horse?
- cloth or paper napkins?
- dishwasher or hand washer?
- Dijon or yellow mustard?
- American or Swiss cheese?
- cane sugar or Equal?
- a clothesline or a dryer?
- apples or oranges?
- pants or shorts?
- blonde or brunet hair?
- North or South?
- Parking near the door or far away?
- a candle or a flashlight?
- a lemon or a lime?
- daisies or roses?
- chocolate or strawberries?
- a screen or a wooden door?
- a carpet or a wooden floor?
- skis or a snowboard?
- a chain lock or dead bolt?
- a glider or a 747?
- A forest or a river?
- a hard cover or paperback book?
- roller blades or roller skates?
- skim milk or 2%?
- East or West?
- a chair or a couch?
- peppermint or spearmint?
- a bulb or tube lighting?
- a hot springs or a Jacuzzi?

(This list thanks to Cavert 1990)

A Better Picture of ME

This is a simple exercise that can be worked on alone, using their books to capture their ideas. In this case, we are asking them to draw themselves in actions that speak to something they are good at, something they like to do, and someone they really like.

There is space to list additional strengths that come to mind as they go through the exercise. This will prepare the member for the next activity which is focused on identifying their strengths and expressing those ideas through art.

Do it!

This is ME! (can be used for 1 project meeting or spread over 2)

Activity Goals
Self awareness; self esteem, identify, focus on and celebrate individual strengths, introduce concepts of diversity and respect, use art as safe medium to talk about self, learn about each other, empower each individual with “floor time” to share ideas, have fun as a group with individual projects.
Age Considerations

Great for any age. The older the members, the more sophisticated the art mediums you may choose to have them experiment with. From play dough, to femo, to modeling clay… it’s all good.

Time Required

1.25 hrs (more or less) including the art gallery tour. Really up to you how much time you give them. It will also depend on the art supplies that you can access and the mediums you choose to work with.

Equipment / Supplies

Again, this will depend on what kinds of resources you have access to. Femo or clay would be great. But you can also use paper mache, popsicle sticks, macaroni noodles, etc… Be creative, all they have to do is build an image of themselves so you have lots of options. It should be 3-D in this case and it should allow for lots of creativity and details.

- Chosen materials
- Shaping tools (form kitchen or shop if no specialized tools available)
- Newspapers for keeping table clean and garbage bags for clean up.
- Appropriate clean up supplies for room and members

Safety Considerations (Physical, Emotional, Environmental)

- Depending on equipment such as cutting tools, sharp shaping tools, hot glue guns, etc.
- Point out hazards and proper use of tools. This is a good time to discuss their responsibility for personal and group safety.
- Make sure to emphasis respect for others’ art and ideas. This may be risky for some to talk about themselves to the group. Be aware to maintain a positive and safe environment for this kind of sharing.

Instructions

- Invite the members to use the supplies provided to create a “sculpture” of themselves. No rules, the more creative the better.
- It can be realist looking or abstract (symbolic) in nature.
- The theme of the art piece is “my strengths”. That can mean what they are good at or proud of.
- Have them think about what they would like to share with the group through their sculpture. Suggest a review of the previous exercises to get ideas flowing.
- Once the art is completed, set up an art gallery where the artists get to present their creations and tell their story.

Discussions / Comments

- Invite the artists to share what they are comfortable sharing. They may let the art speak for itself or they might like to interpret for the group.
- Encourage active and respectful listening during the art gallery and invite the group to ask the artist questions to give them a chance to expand on their ideas.
- Thank everyone for sharing
Variations

- If you have access to a kiln in your community, it would be fun to take the art to the kiln and bring it back for painting or decoration at the next meeting. Throw in some team games and initiatives from the 4-H Fun Pack and make this into a 2 meeting program. The 4-H Fun Pack is available at MAFRI Offices/Centres.
- Work with art materials that you are comfortable using, and make sense for your timelines, facilities, and local resources.

Processing Prompts

Lead the discussion using the prompts in the Member Manual. Expand as below.

Dig it!

From member book:
- What was it like to create a sculpture of yourself based on your strengths?
- How did it feel to tell your story to your friends?
- Why was it important to hear your friends stories?
- What did you discover about yourself by doing this activity?

Some additional prompts and discussion ideas
- Do you think everyone in the world has strengths if you take the time to look and listen? Lead a discussion about diversity and respect. You should stress the idea that we are all different and unique and have things to offer each other and the world. We all have things we are good at, and proud of, and like to do. Discuss the importance of understanding what makes up each person, valuing them, and respecting their uniqueness.
- Challenge members to uncover strengths in their friends and family in the following week.

What’s next?

- In the next builder, members will be exploring “values” by creating “leadership masks”. In preparation for this activity, they will need to bring some art supplies to share with the group. Masks will be made out of plaster of paris. The leaders should supply the paints but members can bring adornments such as material scraps, beads and string, pipe cleaners, art feathers, etc.
- Ask them to try to bring enough of any material to share. So instead of each member bringing a whole bunch of different stuff, one might bring a bag of feathers while another might bring a bag of beads.
- Have the group do a short brainstorming of supplies they might have or could look for and have them agree who will bring what. (so you don’t get 8 bags of beads!)

Leader’s Notes
In the Member Manual

**Skill Builder 1: ME**

**Why the focus on YOU?**

To be a good leader, you have to first understand what makes you tick, who you are, and what you believe in. So let’s have some fun figuring out what you like, what you do well, and what some of your dreams are. Understanding yourself helps you be a better leader when you are trying to work with others!

**SKILLS CHECKLIST**

- Be self aware
- Share personal ideas
- Interview and speak with others
- Express oneself through art
- Celebrate strengths

**Important words**

Watch for these important words throughout this builder:

**Leadership, Management, Self Awareness, Diversity**

**Dream it!**

**I am more like...**

One great way to start to understand yourself better is to think about things that you are like. For this activity, be creative in your thinking and have some fun. There are no wrong answers. It should be interesting how many of your group members feel the same way about themselves. Your leader will read out pairs of items, and you will need to decide which item you are "most like".

**A better picture of ME...**

Let’s think a bit more about who you are. Working on your own, draw a simple sketch of yourself doing the following things:

- Doing something you’re really good at
- Doing something you love to do in your spare time
- Being with one of your favorite people
- What are some of your other strengths?

**Do it!**

Now that you have had some time to think about who you are and what you like, it’s time to celebrate the best YOU!

**This is me!**

Using the materials provided, create a sculpture of yourself that highlights your strengths, the things you are most proud of, the things you like people to know about you. When it’s done, create a group art gallery and go on the tour. When it's your turn, tell the group all about your art piece and what it means to you.
In the Member Manual

Window to the World
Did you know that all kinds of leaders used to have sculptures of themselves made? These sculptures celebrated the best things about the leaders, and they showed them to be brave, strong and trustworthy. They would often put the sculptures out where everyone could see them. Why do you think they did this?

Dig it!

What was it like to create a sculpture of yourself based on your strengths?

________________________________________________________________________

How did it feel to tell your story to your friends?

________________________________________________________________________

Why was it important to hear your friends’ stories?

________________________________________________________________________

What did you discover about yourself by doing this activity?

________________________________________________________________________

You cannot dream yourself into a character; you must hammer and forge yourself one.
- James A. Froude

How can you make your art part of your showcase challenge?

What’s next?
In the next project meeting we will be exploring ideas that are most important to you: your values. As part of our activities, you will be making “Leadership Masks”. It could get messy, so bring an extra old t-shirt to wear. Collect items that you think would look good on your mask like art feathers, beads, yarn or scraps of materials. Please bring some extra supplies to share with others. See you next meeting!
Skill Builder 2: My Values

Skills Checklist

- Explore and understand personal values and beliefs
- Connect values and leadership
- Express oneself through art
- Imagine/Visualize oneself as a strong value based leader
- Understand about other peoples’ values

* This builder can be done over 1 or 2 meetings depending on how elaborate you get in the mask making activity.

Background for Leaders

As a foundation for leadership, members will explore what their basic values and beliefs are. Most leadership models have a strong component linked to a personal belief system. This provides a foundation and sets direction for leadership development and strategic action in the future.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Here are some examples of how to use the “important words” to increase the members understanding:

- Ask members to form a mental image of the new word.
- Get members to use a dictionary and show them the range of information it provides.
- Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>Values</th>
<th>The ideals, customs, and ethics of an individual or society. These values may be positive, as cleanliness, freedom, or education, or negative, as cruelty, crime, or blasphemy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief</td>
<td>Confidence, faith, or trust; something believed. An opinion or conviction.</td>
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</table>

Age Considerations:

- Some members may be having this discussion for the first time, others may have done a lot of thinking about it. For younger members, you will want to keep it simple and give them age appropriate examples to get them thinking.

Dream it!

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.
Activating Strategies

Defining values. The first step is to ensure the members understand the basic concept of what a value is. Find out how much they know about values and how comfortable they are with talking about them.

Ask: What is a value? Have them give some examples.

**Lets Start With a Definition...**

Use the definition below and the following questions from the members booklet to start the discussion.

“A value is an enduring belief about the way things should be done or about the ends we desire”

“Milton Rokeach”

1. In your own words, what does that mean?
2. What is a value to you?

**Value Checklist**

Here are some “value” ideas. Read through the list and check off any that you agree are important.

- Listening to other people’s ideas
- Respecting each other
- Working together
- Having a peaceful world
- Taking care of my body
- Making my own choices
- Being loyal to friends and
- Having fun
- Respecting elders
- Helping your community
- Being responsible
- Doing the right thing
- Making sure everyone stays safe
- Always doing my best
- Treating people fairly
- Being kind
- Helping others
- Caring for the environment
- Volunteering
- Telling the truth
- Giving people a chance to learn and grow

**Value Challenge**

Have members review the list they made. Challenge them to choose the top 5 and then rank them from 1-5 in order of importance.

Question: Is it hard to pick one value over the other? How can you tell which is the most important?

**Do it!**

This activity will give members a chance to further explore the values that they have started to identify

**Prompts from the members manual**

As you grow into a strong leader you will need to decide what kind of leader you want to become. What values will guide your actions? How will others experience / describe you as a leader?

The values you keep on the inside will come out in your actions and in the decisions you make. Your leadership mask is an outward expression of those beliefs. For example: if one of the values you choose was “Being kind”, you will want to find a way to express the value of being kind on your mask.
Making Your Leadership Mask

Activity Goals
- Explore and express values and beliefs
- Make connection between values and leadership

Age Considerations
- Younger members will need more supervision for the mask component. All members may need creativity help when trying to identify values, and then come up with a visual representation for the mask that represents the value.

Time Required
1.5 hrs - It's a good idea to experiment with this process ahead of time. Try making a mask with someone at home before running this with the group. That way you can work out the kinks in the process and get a good idea of the technique and time that it takes. Don't worry if you cannot try it first. It's pretty easy and will be lots of fun to figure out with the group.

Equipment / Supplies
Gauze bandages that are impregnated with Plaster of Paris work really well for this activity. If you have trouble finding plaster bandages at your local craft store or medical supply store, you can order them by mail from Dick Blick Art Materials Catalog (800.828-4548 or www.blickstudio.com. Product Rigid-Wrap Q33507 (about $4.55) works fine... A roll should be enough for several masks. There are other casting materials they list in their catalog that you might want to experiment with but the simple plaster bandages work just fine.

- Roll of plaster impregnated gauze strips (one roll should make 1-2 masks, depending on size of the roll)
- 1 Cup of DRY Plaster of Paris
- 2-3 plastic or paper bowls
- warm water
- petroleum jelly (or other suitably thick cream/moisturizer)
- scissors
- paper towels
- cloth head band (optional for hair)
- old T-shirt or an old bed sheet
- clean up soap & towel
- mirror (optional)
- camera (optional) – great to capture a photo while "being plastered"
- table and comfortable chair

Decorating supplies
At the end of Builder one in the Member Manual it asks members to bring these supplies.
- Paints and brushes, water tubs, clean up supplies
- Tape, glue, glue gun
- Thread and yarn for hair
- Materials, beads, etc.
Safety Considerations (Physical, Emotional, Environmental)

This will be new to some members so take it slowly. There may be feelings of discomfort when the eyes or mouth are covered. Work slowly and be understanding. Ask them how it feels and what they want to do next. You can adjust the style of mask by creating a half mask if they don’t want to cover the mouth.

Instructions

- Place a head band over your partners’ hair line. An old piece of sheet is fine.
- Apply an even coating of petroleum jelly / Vaseline to the entire face –make sure to cover the hair line, eyebrows, eyelashes, and lips well (you don’t want those to stick!). If you don’t want to use Vaseline you can use another heavy cream of some type.
- In one of the plastic bowls, put about 1/2 Cup of warm or cool water and sprinkle in about 1/3 Cup of Plaster of Paris (always add plaster to the water, not the other way around). This light plaster/water mixer makes a smoother finish (and a faster set time) for the plaster gauze strips.
- Dip one plaster strip at a time into the water/plaster mixture and apply to face. Best to start along outside of face.
- Make sure each strip overlaps with previous strip and smooth into close contact with face with your fingers (this smoothing is the key to a great mask)
- Put small pieces around nostril area early on (and while your partners eyes and mouth are still free) so that your partner is comfortable breathing throughout the whole process.
- How you cover the eyes and mouth will depend on what your partner wants for the finished mask. If you want a mask with on open mouth for example, you will want to leave the lips free of plaster. If you want a calm looking mask with an introspective feel, then having the eyes closed (covered) is more powerful. In either event, save around the eyes and mouth for the end. Let your partner know when you are about to cover the eyes or mouth, taking care to smooth the wet strips into place so you get a good mold without poking too hard.
- Cover all areas of the face. 2 layers is usually fine for most places with a little extra layering along the outer face line and jaw line. (This is because this is where the most stress is placed when taking the mask off.)
- Finally, add a little more plaster to the water bowl (so its a thick cream texture) and work to really smooth and finish the mask.

While your partner is still under the plaster, its a great time to (wipe your hands and) take a photo! (After the experience, people love the mysterious look of themselves completely sealed under a plaster mask)

Don’t worry about how to place the gauze strips... just cut different lengths and widths (15 or so strips about 1” x 4” (for large areas like around the face); and 10 or so small strips (some about 1/2” x 1/4” and some a little larger for areas around the nose, lips, eyes, etc.)

The key is to put each piece on smoothly and so it overlaps the previous one a bit.... Give it a go and get the feel for it! It’s pretty simple.
Discussions / Comments

A note about getting the mask off: If you remembered the Vaseline and the head band, you shouldn’t have a problem. First, tell people before they "go under" the plaster 2 things:
- If you feel a little nervous (few people have any problem with it at all, but it’s good to address up front) - the mask can be taken off at any time (though it will probably mean ruining the mask so recommend trying to relax and see how that goes first)
- When you get ready to take it off, do it slowly.
- The mask becomes hard enough to come off (usually it gets a little warm as it sets and is rigid and ready to carefully take off in about 12-15 minutes or less – you can tell and so can your partner).

The person under the mask is really the best person to take it off as they can tell feel what’s going on. Start by having your partner move his/her mouth and face around inside the mask once it is set up and rigid (about 12-15 minutes or less); then untie the head band and slowly begin to rock the two jaw line sides of the mask with both hands, and gently (slowly) pull the mask down and away from the face.

Help mainly by encouraging, letting your partner know it’s coming off, keeping them from going too fast (often a tendency), and helping to release a hair or two at the hairline if need be (no big deal) – et Voila le masque!

Decorate your mask

Use extra strips of the gauze to form mask features. Add ears, big lips, eye ridges, even horns! Be creative. The next step is to decorate with paint, beads, feathers and materials.

Variations

While the masks is being built, the leaders may want to read out an inspirational story (like the leader profile on the following page) or lead a visualization for the group. Or simply ask some questions about what the mask means and what values it will represent to them as a leader.

Dig it!

This activity gives participants the chance to safely explore and express values and beliefs. After the masks have been made, get them to share their impressions of the experience.

- What was it like to make the mask? For the person in the mask? For the person building the mask?
- What did this exercise teach you about leadership?
- As a leader, can you think of any ways you can act on the values your mask represents?

What’s next!

- Challenge members to put beliefs into action. Let them know that at the next meeting they will have a chance to share an example of where they acted on a value and what the results of that effort were.
- They will also be asked to tell a story about an object of some kind. Have them choose an object that has meaning to them or an interesting story. Look ahead at the kinds of questions they will be answering in the next builder.
Values in action! Courage to change your world!

Mahondas K. Gandhi was a humble, brilliant and inspirational man who held fast to his beliefs and led his country to independence. In 1930 India was still part of the British Empire and not yet an independent country. In that year, Gandhi walked more than 240 miles to defy an unjust law that kept poor Indians from making or selling their own salt. By simply walking to the ocean and picking up a piece of natural salt Gandhi inspired millions of people around the world to follow his values of non-violence and independence. His example has inspired many other great leaders.

Mahondas K. Gandhi was a great leader. He inspired millions of people through his courage, his belief in justice, and his refusal to use violence. By walking to the ocean and picking up a piece of salt, he set India on its way to independence, all without firing a shot.

Q: Why was salt so important? Why did Gandhi inspire so many people to follow him?

A: Mahondas K. Gandhi was a humble, brilliant and inspirational man who held fast to his beliefs and led his country to independence. In 1930 India was still part of the British Empire and not yet an independent country. The Indian people had to live under unfair laws that had been put in place by the British. In that year, Gandhi walked more than 240 miles to protest a law that kept poor Indians from making or selling their own salt. By simply walking to the ocean and picking up a piece of natural salt Gandhi defied this unfair law and inspired millions of people around the world to follow his ideals of non-violence and independence. As you will see, his example has inspired many other great leaders.

Extra details for the leader: When Mohandas Karamchand Gandhi was born on October 2, 1869, at Porbandar, a small town on the western coast of India, his country was under British Rule. That meant that the Indian people were not free to control their own lives, to make their own laws, or to determine their own future. By the time of his death in 1948, India was an independent country, free to determine its own path. Although millions participated, Gandhi is acknowledged as the most important individual and the great leader of the struggle for Indian independence.

Gandhi was educated partly in India, partly in England, but it was during his time as a lawyer in South Africa that he began to develop his key beliefs of Satyagraha and Swaraj (see below for definitions). In South Africa he witnessed great racial prejudice, himself being beaten because he refused to yield his seat to a white train conductor.

But he did not call for violent retribution. Rather he embraced the ideals of non-violence and compassion, often confusing adversaries by forgiving them. For example, he was once beaten by a mob, but refused to press charges against them, believing that they simply did not understand what he was trying to do.
Upon his return to India from South Africa (1915) he began to establish communities dedicated to Satyagraha. He also supported and organized farmers and labourers in protesting unjust laws and discrimination.

He led campaigns to reduce poverty, to expand women’s rights, and to ease Religious Tensions. One of his most famous campaigns was the “Salt Satyagraha” (a.k.a. Dandi Salt March) of 1930. A law had been passed by India’s British Rulers that made it illegal for Indians to make or sell salt. This gave the British monopoly control of the salt market and imposed unfair taxes on the very poor people of India. Gandhi defied this law, walking 241 miles to the coastal village of Dandi to collect naturally occurring salt.

Thousands of people up and down the coast followed his example. This protest led to large scale acts of civil disobedience against India’s British rulers, eventually leading to India’s independence in 1947. These campaigns did not come easily and he suffered beatings and imprisonment both in South Africa and in India. The dignity, humility and integrity of Gandhi inspired millions of people to follow his example – not only in India but also around the world.

**Terms from the Leader Profile:**

- **Mahatma** – Gandhi is commonly called “Mahatma” which means “Great Soul”
- **Swaraj** – self-rule
- **Satyagraha** – non violent resistance to unjust/immoral laws

**Gandhi Links:**

http://www.mkgandhi.org/main.htm
http://www.thenagain.info/Webchron/India/SaltMarch.html

**Leader’s Notes**
In the Member Manual

**Skill Builder 2: My Values**

**What do you believe in?**

The things that are important to you will guide how you choose to act as a leader. When you know what you believe in, it helps you protect those ideas and share them with others. Exploring and understanding these beliefs will help you make good choices and decisions. Have some fun with this project lesson as you explore your values and turn them into something you can be proud to wear!

**SKILLS CHECKLIST**

- Explore and understand personal values and beliefs
- Connect values and leadership
- Express oneself through art
- Imagine/Visualize oneself as a strong value-based leader
- Understand about other peoples' values

**Dream It!**

Let’s start with a definition...

“A value is an enduring belief about the way things should be done or about the ends we desire”

- Milton Rokeach

Read the definition above. In your own words, what does that mean? What is a value to you?

---

**Value Checklist**

Here are some “value” ideas. Read through the list and check off any that you agree are important.

- Listening to other people’s ideas
- Making sure everyone stays safe
- Treating people fairly
- Respecting each other
- Having fun
- Volunteering
- Working together
- Respecting elders
- Helping others
- Having a peaceful world
- Helping your community
- Caring for the environment
- Taking care of my body
- Being responsible
- Being Kind
- Making my own choices
- Doing the right thing
- Telling the truth

**Value Challenge**

Look at the list you made, do you think you could pick your top 5 values? Could you rank those 1-5 in order of importance? Mark the numbers beside your choices.

**Questions for discussion:**

Is it hard to pick one value over the other? How can you tell which is the most important?

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**Do it!**

**Making your leadership mask.**

As you grow into a strong leader you will need to decide what kind of leader you want to become. What values will guide your actions? How will others describe you as a leader?

The values you keep on the inside will come out in your actions and in the decisions you make. Your leadership mask is an outward expression of those beliefs. For example: if one of the values you choose was “Being kind”, you will want to find a way to express the value of being kind on your mask.

Have fun making your mask and telling the world what kind of a leader you want to become!
How To Make Your Leadership Mask

1. You will need to work with a partner.
2. Cut up a variety of lengths of plaster of Paris strips.
3. Apply Vaseline to your partner’s face.
4. Apply the wet strips in criss-cross layers over the entire face leaving holes for the eyes and space under the nose for them to breathe.
5. The strips will be warm and will set quickly.
6. Be sure to use enough strips to make the mask strong.
7. Smooth the outer surface and allow it to dry.
8. Remove the mask once it has set and is firm.
9. Switch roles with your partner.
10. Once both masks are ready, add additional features and decorate using lots of creativity.

Dig it!

What did this activity teach you about leadership?

______________________________
______________________________
______________________________

It’s not hard to make decisions when you know what your values are.

- Roy Disney

Showcase challenge

How can you incorporate your values into the showcase challenge?

What’s next?

Challenge yourself to put those beliefs that you identified into action. For the next meeting, be prepared to share one example of where you acted on your values.

You will also have a chance to tell a story about an object. Bring something special with you that has a cool or funny story behind it. Something that has some meaning to you. You will have the chance to tell the story in front of the group.
Skill Builder 3: My Voice

From Last Builder

At the end of the last builder, members were challenged to act on their values, to put their beliefs into action. Provide members a chance to share a story or an example of where they acted on their values. This short review discussion is a warm up story telling, listening and idea sharing session.

Skills Checklist

- Explore and understand the value of story telling
- Connect story telling and leadership
- Have a voice and tell a message/story of their design
- Listen and find meaning in stories
- Find courage and take risks

Background for Leaders

Story telling has been an important part of many cultures all around the world. Stories have been used to share information, pass along tradition and history, impart wisdom, inspire others, share a dream. By listening to stories you can learn so much about the teller. If it's their story or about them, you can learn about their beliefs, desires, interests, passions, fears, etc.. This builder is designed to explore the topic of story telling and allow members to begin to link the power of a good story to effective leadership.

If you stop and think about the most famous leaders of the world, I would bet that most of the people that come to mind are also pretty good story tellers. That is how they share their message and inspire others to support their vision.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. One strategy to help members learn new vocabulary is to have them paraphrase the definitions. Having members to use their own words increases connection making.

<table>
<thead>
<tr>
<th>Story</th>
<th>A description of a series of events that is either true or fictitious, designed to interest, amuse, or instruct the reader or listener.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspire</td>
<td>To stimulate energies, ideals, action or reverence. To influence or motivate another.</td>
</tr>
<tr>
<td>Vision</td>
<td>The act of intelligent foresight. Anticipating that which will or may come to be.</td>
</tr>
</tbody>
</table>

Dream it!

Thinking Ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion.
Preparing for Success

Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

Last builder, members were asked to choose an object that had some meaning to them and bring it along for “story time’. The Dream it! section will help them prepare their story presentation.

Direct the members to use the question prompts in their booklets to help them prepare for their story. Give them time to work through the questions and prepare their story.

Those question prompts are:

- Introduce the object:
  - Where did it come from?
  - Was it a gift? Did you buy it? Find it? Make it?
  - Tell the story about it’s history.

- Why did you choose this particular object? What makes it special for you?

- What does this object say about who you are?

- Why is it important for the group to hear your story?

How can you take your good story and turn it great? Things like props, actions, skit, drawings on a flip chart, and audience participation can all help make your story even better. Think fast on your feet and be creative, it’s almost story time.

* If the member did not bring an item from home, challenge them to tell a story about something they have with them. It can be a watch, jewelry, a bag, something in their wallet or backpack. It can also be a story about a clothing item or their shoes. There is a story to everything. What can they share about themselves through their story?

Do it!

- Warm the group up with this fun, fast paced activity. This builds spontaneity, creativity and lots of laughs.

Double Trouble

1. Cut a garbage bag down both sides so that you end up with a long rectangular piece of plastic. You can use an old sheet for a nice feel if you like. Now cut two holes in the plastic Position the holes about 1 meter apart and big enough for a head to pass through each hole.
2. Ask for two volunteers who would be willing to answer some questions from their fellow members.
3. Have the two volunteers stand side by side. Then place the cut out garbage bag over their heads.
4. Explain that these two people, person A and person B, will jointly answer questions that are addressed to them. That is, when asked a question, they will respond by each giving one word at a time.
5. Example:

<table>
<thead>
<tr>
<th>Question:</th>
<th>What is your favorite food?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer:</td>
<td>Person A: My</td>
</tr>
<tr>
<td></td>
<td>Person B: favorite</td>
</tr>
<tr>
<td></td>
<td>Person A: food</td>
</tr>
<tr>
<td></td>
<td>Person B: is</td>
</tr>
<tr>
<td></td>
<td>Person A: spinach</td>
</tr>
</tbody>
</table>

Tips. With practice, the two respondents can come up with some very funny answers. The focus is not on humor, it will just come. The answer isn’t really important. It’s having fun. Besides, who could predict the answer anyway. Once two people take the risk, you may find the other volunteers come a bit easier.

**Story Time Challenge**

Now it’s time to tell your stories. The challenge is to speak without your notes. You may review the previous page prior to presenting, but try to leave your notes on your seat during the story. Remember, it’s your story, just tell it from the heart.

**Story Time Challenge**

**Activity Goals**
- Practice story telling
- Practice active listening.
- Get to know each other better
- Recognize the value of story telling for group development and trust building.
- Value and celebrate diversity in the group.
- Give everyone a chance to have a voice, speak passionately, and share ideas.
- Encourage creativity

**Age Considerations**

This activity is great for any age. All ages may need some help getting creative and digging a bit deeper to find the “real story” behind what could be an everyday, average object. That is the challenge and the fun!

**Time Required**

This is based on the number of participants and how much time you give them for preparation and for story delivery. They will need to know how long to make the story presentation prior to planning. Stories of this nature can be 3-5 minutes long per person or they may be quite detailed with creative twists. Plan accordingly.

**Equipment / Supplies:** Story object.

**Safety Considerations (Physical, Emotional, Environmental)**

Be sure to review respectful and active listening with the group prior to starting. For some members, telling a story in front of the group is a big risk. Keep the atmosphere light and be prepared to start the session with your own story to get things started.

Depending on the objects chosen, this activity can get emotional for some people. Be aware and encourage respect.
**Instructions**

- Use a circle for this exercise. If you want you can have them stand up to present or simply take their turn sitting in the circle. That is up to you. The story circle encourages comfortable listening and is a traditional story telling structure in many cultures.
- Have each member tell their story. Enjoy the sharing and the learning!

**Dig it!**

Have this discussion with your group:(from members manual)

- How did it feel to tell your story?
- What did you learn from listening to other people’s stories?
- What did the story telling activity do for the group atmosphere?
- Based on the stories you heard, what things make good stories? (humor, suspense, emotion, actions, etc.)
- Can you think of a time outside of your 4-H club when people tell stories to deliver a message?
- Prior to this meeting, when did you tell your last story? When will you tell your next one?

What’s next?

Next builder is about goals and dreaming about the future. Ask the members to find 3 or 4 old magazines to bring for the collage activity.

**Leader’s Notes**
Super Leader Profile

Stories from around the world: the power of a message

Martin Luther King told amazing stories to inspire people and to create important changes based on what he believed to be right. His famous “I have a dream” speech inspired millions of people to come together to make America a better place to live. This is part of that speech:

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”
-Dr. Martin Luther King Jr.

Martin Luther King told amazing stories to inspire people and to create important changes based on what he believed to be right. His famous “I have a dream” speech inspired millions of people to come together to make America a better place to live. It still inspires people today.

On August 28, 1963, a huge crowd of people came together in Washington D.C. to call for an end to discrimination and racial injustice in America. They came to hear Martin Luther King, Jr. speak. His “I have a dream” speech was one of the most moving stories ever told.

A short passage from his speech:

“I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.”

Text of speech: http://www.usconstitution.net/dream.html
Audio of speech: http://www.archive.org/details/MLKDream
In the Member Manual

**Skill Builder 3: My Voice**

**Telling your story**

Story telling is such an important part of being a leader. Stories can be used for sharing information, teaching a lesson, passing along wisdom and history, sharing your values and vision, inspiring others to take up a cause, or simply entertaining. Good leaders are also good story tellers. This is your chance to share a story and listen to your group members tell theirs. Get ready, it’s story time!

**SKILLS CHECKLIST**

- Explore and understand the value of story telling
- Connect story telling and leadership
- Have a voice and tell a message/story of their design
- Listen and find meaning in stories
- Find courage and take risks

**Important words**

Watch for these important words throughout this builder: Story, Inspire, Vision

**Free the Children**

Free The Children is the world’s largest network of children helping children through education, with more than one million young people involved in its programs.

In April 1995, looking for the comics section of his local newspaper, 12-year-old Craig Kielburger came across an article which changed his life. Craig read the story of Iqbal Masih, a young boy from Pakistan, who was sold into slavery to work in a carpet factory. Through luck and bravery, he managed to escape from his life of captivity and began speaking out about children’s rights. Tragically, Iqbal was shot and killed by those who wished to silence him. Iqbal lost his life for defending the rights of children.

Before Craig read Iqbal’s story, Craig had never heard of child labour. He wasn’t even certain where Pakistan was, but the differences between his life and that of Iqbal shocked him. He gathered together a small group of his Grade 7 classmates and Free The Children was born.

The following year, Craig embarked on a missions trip. In a press conference held in India, Craig challenged the world to take notice of the stories and voices of child abusers. The publicity from the media brought the issue of child labour to the attention of people around the world. Craig’s journey, sparked by Iqbal’s heroic tale, proved that young people have the power to make a difference in the world.

You can find more information about Free The Children at http://www.freethechildren.com/

**Dream it!**

Before you tell your story to the group, use the following questions to help prepare it. You can take notes in the blank space around the outside of the arrows.

Introduce the object. Where did it come from? Was it a gift? Did you buy it? Find it? Make it? Tell the story about it’s history.

Why did you choose this particular object? What makes it special for you?

What does this object say about who you are?

How can you take your good story and turn it great? Things like props, actions, song, drawings on a flip chart, and audience participation can all help make your story even better. Think fast on your feet and be creative, it’s almost story time!

**Double Trouble**

Let’s do a warm up! To start, we need two volunteers who are willing to answer some questions. You will be working together to come up with your answers. Are you ready? Have fun! Your leader has more instructions to guide you through this activity.

**Story time challenge**

Now it’s time to tell your stories. The challenge is to speak without your notes. You may review the previous page prior to presenting, but try to leave your notes on your seat during the story. Remember, it’s your story, just tell it from the heart!
In the Member Manual

Dig it!

Have this discussion with your group

- How did it feel to tell your story?
- What did you learn from listening to other people’s stories?
- What did the story telling activity do for the group atmosphere?
- Based on the stories you heard, what things make good stories? (humor, suspense, emotion, action, etc.)
- Can you think of a time outside of your 4-H club when people tell stories to deliver a message?
- Prior to this meeting, when did you tell your last story? When will you tell your next one?

Stories from around the world: the power of a message

Martin Luther King told amazing stories to inspire people and to create important changes based on what he believed to be right. His famous “I have a dream” speech inspired millions of people to come together to make America a better place to live. This is part of that speech:

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”

-Dr. Martin Luther King Jr.

Showcase challenge

What key lessons about story telling will you incorporate into your showcase challenge?

What’s next?

Next meeting we will be discussing goals and dreaming about the future. To help out, please find 3 or 4 old magazines that we can cut up for the activity, and bring them along.
Skill Builder 4: My Dreams

From Last Builder
Check in with the group to see if anyone told any stories since last meeting. Take The time to talk about that and discuss the messages and values that the stories shared.

Skills Checklist

- Explore and understand the value of having a dream
- Connect dreaming with leadership
- Create a life list and dream about what they want to accomplish and become
- Explore and understand the idea of inspiration
- Share dreams and inspiration

Background for Leaders

Dreaming allows people to set high level goals for themselves, to see things as they could be. Dreaming helps set direction, visualize success and provide motivation to achieve. As a leader, sharing that dream helps mobilize others and rally people to support that dream. Leadership is about creating opportunities to make the world a better place, one initiative at a time. Dreaming about it provides the picture to be attained.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. Ask for sentences that "show you know." When members construct novel sentences they confirm their understanding of a new word. Have members use as many terms per sentence to show that connections can be useful. Members can also create impromptu speeches using these terms.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dream</td>
<td>An aspiration, goal, aim. Sometimes a wild or vain fancy.</td>
</tr>
<tr>
<td>Mobilize</td>
<td>To marshal, bring together, or prepare for action.</td>
</tr>
<tr>
<td>Attain</td>
<td>To reach, achieve, or accomplish a goal or task.</td>
</tr>
</tbody>
</table>

Dream it!

Thinking Ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.
**Activating Strategies**

It’s often easier to think about those people whom you admire and reflect on what they have accomplished, before you start delving into yourself. This section has members identify people they respect and feel inspired buy and listing the things they have done that are great. This will provide the grounding to start looking inside and figuring out what they might want to become and the kinds of things they may want to accomplish in their lives.

Have the members fill out the four scrolls in their booklet.

**Do it!**

- Start off with some sharing from the results of the Dream it! exercise.
- What kinds of people did the members choose? Why did they choose those people?

**Collage and Dream Life list**

**Activity Goals**
- Chance to explore and identify experiences they may want to have in their lives and challenges that they would like to achieve.
- Visualization exercise in positive thinking and setting high standards for self development
- Fun and creative exercise to express and share ideas

**Age Considerations**

Good for any age

**Time Required:** 45 min - 1.5 hrs

**Equipment / Supplies**

- Magazines, calendars and newspapers that can be cut up (members should have been asked to bring those in but have extra on hand in case several forget).
- Scissors, glue, and tape
- Large heavy paper to make the collages on. 1 per member with some extra.
- Markers and/or crayons
- Other creative materials as available.

**Resources Handouts / References**

Go on line and Google “bucket list”. You will find a series of links that provide examples of people’s life lists. (the name bucket list is because the saying goes “here is my list of things I want to do before I kick the bucket”). We think the Dream Life List is a better name for our purpose.

We included some ideas in the graphics on page 11 of the members booklet to help get the ideas flowing.

**Safety Considerations (Physical, Emotional, Environmental)**

Please encourage a safe sharing environment and encourage respect for each others ideas and creations.
Instructions

- Spread out all of the magazines and art supplies.
- Give each member a large piece of presentation / card stock paper.
- Explain that they will be creating a piece of art that will represent their ideal life at age 25 (or pick another age that you think suits the group better if you like. The member booklet says 25).
- They will use pictures, art, words etc. from the magazines to make a collage.
- Encourage creative designs, shaping of the paper, and use of color.
- The other aspect of this collage activity is that they will be creating a Dream Life List of the types of experiences they would like to have and the challenges they would like to accomplish.
- Explain that they can create this list at any time but will need to incorporate it into the overall design of the collage. Refer back to the examples on page 11 of the members booklet.

Discussions / Comments

After the art is completed, set up a gallery and have the members go for a tour. Encourage sharing and questions between members. Ask about interesting quotes, words, or pictures that you see.

Suggested Variations / Age appropriate Variations

You may want to do the collage and Dream Life list as separate projects but they do fit nicely together.

Dig it!

After the members have a chance to tour the art of others, encourage some discussion around what they saw. Were there any surprises? Were they any similarities?

Ask the following questions?
What did you learn about your dreams through this activity?
How might this activity change the way you lead your life?

Ask around

As a take home assignment, have members ask friends or family what their dream life list has on it. Ask them to jot down a few of the most interesting ideas on page 11 and be prepared to share some of those at the start of the next meeting.

What's Next

The next builder deals with teams. Get members to start to think about teams they are on and what people support them in their daily lives.

Leader’s notes:
In the Member Manual

Skill Builder 4: My Dreams

Do you have dreams?

In order to plan the map of your future, it really helps to have a sense of where you want to go. How often do you take the time to stop and dream about the future? As a leader, you will have many opportunities and obligations to develop yourself and grow. But just who and what do you want to become? What future will you create? Have fun dreaming!

SKILLS CHECKLIST

- Explore and understand the value of having a dream
- Connect dreaming with leadership
- Create a life list and dream about what they want to accomplish and become
- Explore and understand the idea of inspiration
- Share dreams and inspiration

Important words

Watch for these important words throughout this builder: Dream, Mobilize, Attain

Dream it!

Name 4 people that you admire for the things they have accomplished in their lives. They can be friends, family, community members, teachers, historical, famous, athletes, musicians, artists, politicians, etc.

Under their name, list those things they did that you think are so great.

In the late 1970s, a woman in Kenya named Wangari Maathai dreamed of doing something about deforestation. She started a movement called the "Green Belt Movement," that has since planted more than 20 million trees in Africa. She and her team have educated people about the environment, promoted the rights of women and girls, and worked in support of peace, good government, and the environment.

In 2004 Dr. Maathai received the Nobel Peace Prize.
In the Member Manual

Do it!

- Look through the magazine and cut out pictures, symbols, drawings, or any other image that will help describe the ideal you at age 25.
- Create a design on heavy paper with these images. Use the lists you made in Dream it! for inspiration then make them your own!
- As part of that design, creatively include your name and your Dream Life list. Not sure what that is? Your Dream Life list is a list of things you want to do in your lifetime. This list will always be changing and as you go along, you get to check stuff off. So... what kinds of experiences do you want to have? What kinds of challenges do you want to accomplish?

What do I want my life to be like when I am 25?

- climb a tall mountain
- build a tree fort
- learn to surf
- publish a book
- feed a giraffe
- play in a band
- name a star
- learn to speak Spanish
- be a 4-H leader
- try every continent
- play in the NHL
- learn to fly a plane

Dig it!

Now that you have created your dream collage, share it with the group. Set up an art gallery and go for a tour. Ask each other questions about your dreams and have some fun looking for similarities.

What did you learn about your dreams through this activity?

How might this activity change the way you lead your life?

Ask around

Try asking family or friends what’s on their dream list. Jot down a few of your favorite answers and be prepared to share them next meeting. Who knows what kinds of inspiring dreams you’ll find!

In the late 1970s, a woman in Kenya named Wangari Maathai dreamed of doing something about deforestation. She started a movement called the “Green Belt Movement” that has since planted more than 20 million trees in Africa. But she dreamed of more than just planting trees. She and her team have educated people about the environment, promoted the rights of women and girls, and worked in support of peace, good government and the environment. In 2004 Dr. Maathai received the Nobel Peace Prize.

What’s next?

Next meeting we dive into the exciting world of “teams”.
Skill Builder 5: My Team

From Last Builder

Check in with the group to see what kinds of interesting Dream Life Lists people found while interviewing family and friends.

Skills Checklist

- Explore and understand the value of teams
- Connect the concept of teams to leadership
- Understand the kinds of teams that exist
- Raise awareness of the importance of personal contribution to teams.
- Identify the benefits of team membership

Background for Leaders

We all belong to so many “teams” these days, but we may not call them that. Moving beyond the traditional sports team definition, this builder challenges members to think about all the teams they contribute to and benefit from.

Important Words

Help members define the following words and look for members using this vocabulary in their discussions. A few strategies you can use include;
- Teach synonyms by providing a synonym members know.
- Also, teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires students to evaluate a word’s attributes. Invite students to explain why it is not an example.

<table>
<thead>
<tr>
<th>Team</th>
<th>A group organized to work together to meet a common goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefit</td>
<td>Something that improves or promotes a cause.</td>
</tr>
<tr>
<td>Contribute</td>
<td>To give support or supply with others; for a common purpose.</td>
</tr>
</tbody>
</table>

Dream it!

Thinking Ahead

What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

Linking back to the Skills Checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.
Activating Strategies

This section moves the members past the sports team and asks them to think about all the types of teams they may belong to.

Exploring Teams

Use the following prompts from the members booklet:
1. What teams do you belong to? Come up with as many as you can. That could include people who are on “your” team.
2. Pick a few examples from your list and write down ways you contribute to that team.
3. Using those same examples, what do you get back from belonging to those teams?

Do it!

My Life Team

Activity Goals
- Map out teams and team membership
- Raise awareness and appreciation for support networks, family, community, etc. as well as traditional sports teams.
- Link the idea of support teams and achieving leadership and life goals

Age Considerations

Great for all ages.

Time Required

45 minutes

Equipment / Supplies
- Large card stock paper. 1 per member with a few extra.
- Markers and crayons

Safety Considerations (Physical, Emotional, Environmental)

Some members may belong to many teams and have a big list in each section. The focus is not on numbers but on the quality of the relationships and the awareness created by the exercise.

Instructions (as in the Member Manual)
- You will be creating your life team circle. On a large piece of paper, draw a picture of yourself.
- Next draw a circle around yourself. Draw 3 more circles around that one. Spread them out so that it takes up the whole page.
- In the first circle, list those people and teams that you see every day. Make some notes beside the names listing what they help you with and how you help them.
- What common goals do you share?
- In the second circle, list the people and teams that you see each week and why they are part of your team.
- In the third circle, list the people and teams that you see about once a month or more. Why are they considered part of your team?
After doing this exercise, are there any people or groups in your Life Team circle that you were surprised about? Do you think you missed anyone? Keep adding to this circle as you think of more people who are on your team. Appreciate your team...life would be pretty tough doing it alone!

It's not about the numbers of people on your team, it's really about how well the team works together and how strong the relationships are. Good teams can be as small as 2 and as big as they need!

**Dig it!**

**Use the following prompts for discussion.**

- Are there any people in your Life Team that mostly give to you?
- If so, can you find some ways to give back to them?

Part of strong leadership is to support and help others and figure out ways to be a star player on their life team. Make a list of people who you want to thank or help out and surprise them by doing something as a top team member in their lives.

Have them fill out the following in their Member Manual.

Person: ____________________   Surprise action:____________________________

**Team player challenge (as in Member Manual)**

Try coming up with one surprise a week. It can be as simple as helping a teacher after school, shoveling a walk, or tutoring a friend. It may be a thank you phone call or e-mail, or helping a family member with a chore. Your coach helps you every practice, can you help them at the next tournament with equipment?

Be creative, it feels good to be a star player!

What's next?

Next meeting is showcase challenge. What planning needs to be done at this point?
When people began to farm in Canada, there were no farm buildings: no houses, no silos, and no barns. It is one thing to build a small house for a family, but quite another to build a big barn! Back then people had no cranes and no power tools. They had to do everything using hand and horse power. How did those early barns get built? Families came together as a team and helped each other out and held barn raisings. Sometimes dozens of people would work together as a team to build a barn. By working together, they were able to do what no one family would have been able to do on their own.

Leaders From Around the World

When people began to farm in Canada, there were no farm buildings: no houses, no silos, and no barns. It is one thing to build a small house for a family, but quite another to build a big barn! Back then people had no cranes and no power tools. They had to do everything using hand and horse power. How did those early barns get built? Families came together as a team and helped each other out and held barn raisings. Sometimes dozens of people would work together as a team to build a barn. By working together, they were able to do what no one family would have been able to do on their own.

Dream it!
Exploring Teams
Teams are groups of people who are working together to achieve a common goal. Let's explore what kinds of teams are in your life.

Find a partner. Work through the following questions together. If you get stuck, help each other with ideas. Write down your answers below.

1. What teams do you belong to? Come up with as many as you can. That could include people who are on your team. Make a list.

   +

2. Pick a few examples from your list and write down ways you contribute to that team.

   +

3. Using those same examples, what do you get back from belonging to those teams?

   +

Skill Builder 5: My Team

Who is on your team?
When you think about teams, what pops into your head? Sports teams? Project teams at school? Are there any other teams that you belong to? In this project, we will explore the idea of “team” and start to identify all of the teams that you are on.

GO TEAM GO!

SKILLS CHECKLIST
- Explore and understand the value of teams
- Connect the concept of teams to leadership
- Understand the kinds of teams that exist
- Raise awareness of the importance of personal contribution to teams
- Identify the benefits of team membership

Important words
Watch for these important words throughout this builder: Team, Benefit, Contribute
In the Member Manual

Do it!

**My Life Team**
- You will be creating your team circle. On a large piece of paper, draw a picture of yourself.
- Next draw a circle around yourself. Draw 3 more circles around that one. Spread them out so that it takes up the whole page.
- In the first circle, list those people and teams that you see every day. Make some notes beside the names listing what they help you with and how you help them.
- What common goals do you share?
- In the second circle, list the people and teams that you see each week and why they are part of your team.
- In the third circle, list the people and teams that you see about once a month or more. Why are they considered part of your team?

After doing this exercise, are there any people or groups in your Life Team circle that you were surprised about? Do you think you missed anyone? Keep adding to this circle as you think of more people who are on your team. Appreciate your team...life would be pretty tough doing it alone!

It’s not about the numbers of people on your team, it’s really about how well the team works together and how strong the relationships are. Good teams can be as small as 2 and as big as they need!

**GET ON LINE!**
There are many great volunteer teams that you can join. Volunteering is a great way to learn new skills and expand your team circle. To find out about different opportunities visit www.volunteermanitoba.ca, http://www.mbvolunteer.ca/ or www.myvop.ca

Dig it!

**Team Player**
Are there any people in your Life Team that mostly give to you? If so, can you find some ways to give back to them? Part of strong leadership is to support and help others and figure out ways to be a star player on their life team. Make a list of people who you want to thank or help out and surprise them by doing something as a top team member in their lives.

Person: ___________________  Surprise action: ___________________
Person: ___________________  Surprise action: ___________________
Person: ___________________  Surprise action: ___________________
Person: ___________________  Surprise action: ___________________

I try coming up with one surprise a week. It can be as simple as helping a teacher after school, shoveling a walk, or tutoring a friend. It may be a thank you phone call or e-mail, or helping a family member with a chore. Your coach helps you every practice, can you help them at the next tournament with equipment? Be creative, it feels good to be a star player!

The nice thing about teamwork is that you always have others on your side.
- Margaret Carby

When people began to farm in Canada, there were no farm buildings; no houses, no silos, and no barns. It is one thing to build a small house for a family, but quite another to build a big barn! Back then people had no cranes and no power tools. They had to do everything using hand and horse power. How did those early barns get built? Families came together as a team, helped each other out and held barn raisings. Sometimes dozens of people would work together as a team to build a barn. By working together, they were able to do what no one family would have been able to do on their own.

What’s next?
Now that you have finished all the builders in this project it is time to think about and plan for the Showcase Challenge. Also, on your Portfolio Page make sure your Exploring Leadership Project Skills Chart is complete. There will also be space for you to write down some thoughts and reflections on the project (what you liked, didn’t like, etc.).
Showcase Challenge

Have members use their Member Manual to help them in organizing what they have learned to use in this activity. The form of the showcase can vary according to the wishes of the leaders and member’s ability. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the Member Manual. The best results are almost always obtained when members are allowed to present their information in the style of their choice.

Addition Suggestions (not in the Member Manual):
- Share some of your art creations and explain what they mean.
- Come up with a list of advice for aspiring leaders.
- Write up a series of commitments for yourself to help you become a stronger leader. Share those with your family, friends, and 4-H club.
- Give a speech about leadership and the importance of knowing yourself before you can lead others.
- Create a skit with other members to share the leadership lessons you learned.
Portfolio Page

Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final project activity, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Members and leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.

**My 4-H Portfolio Page**

Name: ___________________ Date: ___________ Year in 4-H: ______

Club: _______________ Hours Spent on 4-H: _____ (Project and Other 4-H Activities)

**Exploring Leadership Project Skills Chart**

To be completed by the leader and the member based on observations and conversations throughout the project.

<table>
<thead>
<tr>
<th>Skill Builder</th>
<th>Members will be able to…</th>
<th>We know this because…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each Skill Builder had a Skills Checklist which identified the skill you will learn.</td>
<td>Identify activities completed and record observations and information from discussions about activities.</td>
</tr>
<tr>
<td>1</td>
<td>• Be self aware&lt;br&gt;• Share personal ideas&lt;br&gt;• Interview and speak with others&lt;br&gt;• Express oneself through art&lt;br&gt;• Celebrate strengths</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• Explore and understand personal values and beliefs&lt;br&gt;• Connect values and leadership&lt;br&gt;• Express oneself through art&lt;br&gt;• Visualize oneself as a strong value based leader&lt;br&gt;• Understand about other peoples' values</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Explore and understand the value of story telling&lt;br&gt;• Connect story telling and leadership&lt;br&gt;• Tell a message/story of their design&lt;br&gt;• Listen and find meaning in stories&lt;br&gt;• Find courage and take risks</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>• Explore and understand the value of having a dream&lt;br&gt;• Connect dreaming with leadership&lt;br&gt;• Create a life list and dream about what they want to accomplish and become&lt;br&gt;• Explore and understand the idea of inspiration</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Explore and understand the value of teams&lt;br&gt;• Connect the concept of teams to leadership&lt;br&gt;• Understand the kinds of teams that exist&lt;br&gt;• Raise awareness of the importance of personal contribution to teams.&lt;br&gt;• Identify the benefits of team membership</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments/Activities:

**Leader Point of Praise!**

I am most impressed by…

I acknowledge that the member has completed the 4-H project requirements.

Leader’s Signature: ___________________
**Above and Beyond!**
In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H.
(Some examples include Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonspiels, Conferences, Judging, Camps, Trips, Awards, Representation to Area or Provincial Councils, etc)

**Member Point of Pride!**
What I learned...

What I need to improve on...

What I want others to notice...

Member’s Signature: ________________________________

**Point of Praise! Another’s perspective on your achievements in 4-H.**

(community professionals, MAFRI staff, 4-H club head leaders, 4-H Ambassadors, friends of 4-H)

I am most impressed by...

I believe that you have learned...

In the future I encourage you to...

Signature: ________________________________
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club’s Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture Food and Rural Initiatives
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn to Do by Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do by Doing”

4-H Pledge

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to greater service,
My HEALTH to better living,
For my club, my community, and my country.

4-H Quality Equation Principles

Quality People
- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

Quality Experiences
- Provide members with personal development and skill development experiences.

Quality Projects
- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.

Manitoba 4-H project material is developed by
Manitoba Agriculture, Food and Rural Initiatives (MAFRI)