



Take Ten for Leadership

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TAKE TEN FOR LEADERSHIP

Overview

Take Ten For Leadership is a curriculum for 4-H Club Leaders and 4-H Teen Leaders. It will enable them to develop leadership skills in their 4-H club members and provide opportunity for members to apply those skills to personal and community issues. The ultimate goal is for members of the Community 4-H Club to strengthen their leadership skills through participation in these activities. The 4-H Club leader or 4-H Teen Leader will facilitate the experiential learning activity and help to process the activity after it concludes. An activity for each monthly meeting is included in the curriculum along with questions to guide the leader in the reflection, sharing and application process. There is not an activity for the month of July!

Goal: 4-H members will enhance their leadership skills.

Objectives:

- 4-H members will learn and practice leadership skills.
- Youth will gain understanding of their leadership abilities and potential.
- Youth will recognize and accept the important role that they play in their communities.
- 4-H Club Leaders and 4-H Teen Leaders will facilitate hands on leadership activities that follow the Experiential Learning Model of “Do-Reflect-Apply.”

PAIRING UP

AUGUST MODULAR 1

Purpose: To create interesting and enjoyable conversation!

Materials: Whistle and a stop watch.

Setting: Enough open space to allow everyone to mingle around.

Time Frame: 15 minutes

DIRECTIONS: Read the following statements – one at a time - give everyone enough time to answer the question and share – about 1 minute! After the time is up blow a whistle and read the next question. You will need to change to a new partner for each of the activities.

- Put your right thumb or your left pinky in the air. Find someone displaying the same digit as you and pair up. Introduce yourself, share an interesting finger story.
- Think of your birthday date (day of the month you were born); find someone so that when you add your dates together, you get an even number. Introduce yourself and tell what your favorite birthday present was ever.
- Put from 0-5 fingers in the air; find a partner that gives you an odd total. Introduce yourself and compare hand size.
- Hop on either your left or right foot; find someone who is hopping on the same foot. Introduce yourself and compare shoe sizes.
- Find a partner whose favorite movie is different than yours. Introduce yourself and tell why it is your favorite movie.
- Find someone with the same thumb size. (or close to it) Introduce yourself and compare the moons on your thumbnail.
- Find someone who appears to be totally opposite from you. Introduce yourself and share your hobby.
- Find someone who has a different favorite food. Introduce yourself and convince your partner why they should like your favorite food.
- Find someone wearing a belt, if you are, or someone not wearing a belt, if you aren't. Introduce yourself and compare who has the longest legs.
- Close your left or your right eye; find someone with the same eye closed as you. Introduce yourself and compare eye color!
- Find someone who appears to be about as smart as you are. Introduce yourself and share a new fact that you learned today.
- Find someone whose tone of voice is similar to yours. Introduce yourself and sing together "Row, Row, Row your Boat."

- Find someone whose color of clothing matches yours. Introduce yourself and share where you shop for clothes.
- Are you wearing shoelaces? If so, find someone else who is, if not, find someone who isn't. Introduce yourself and see who can jump the highest.
- Find someone with a different number of siblings than you. Introduce yourself and name all of your siblings.

TALK IT OVER WITH THE GROUP:

- What did you learn about others in your group?
- What were some of the significant difference among group members?
- Was it easy to talk about yourself? Why?



THIS IS MY FRIEND

SEPTEMBER

MODULAR 2


Purpose: To give participants opportunities to speak in front of a group.
To help participants understand the purpose of a good introduction

Materials: Paper, pens or pencils

Setting: Room with chairs, an open area in front and a podium, if available.

Time Frame: 10 - 20 minutes

DIRECTIONS:

1. This activity puts young people in situations where other kids in the group will respond to their presentation skills or give feedback. It should be done only when group members respect each other and are willing to abide by the following guidelines for respectful behavior. If you choose to use this activity, review these points with your group in advance.
 - Listen carefully to other people's presentations.
 - Provide feedback in a positive way.
 - Don't be rude, critical or hurtful.
 - Be aware that everyone has differing abilities.
 - Be considerate of other people's feelings.
 - Follow the Golden Rule: Treat other people the way you would like to be treated.
 2. Have the participant's pair off with someone they don't know well. Give them 2 or 3 minutes to interview and jot down notes about each other. Suggest they ask at least the following questions:
 - What's your name?
 - How old are you?
 - What school do you attend?
 - What grade are you in?
 - What's your favorite project or projects?
 - How many people are in your family?
 - What's your favorite dessert?
- 
3. Give them another 2 or 3 minutes to write a brief introduction of their partners. Suggest that they follow the format, "Hi, my name is _____ and this is my friend _____." Tell them to read their introductions to their partners to make sure their information is correct.
 4. Have the teams take turns introducing their partners to the whole group.

TALK IT OVER WITH THE GROUP:

- What did they like or not like about talking in front of the large group.
- How does this activity relate to real life?
- Think about a time when you might make an introduction. Will this help?



COMMONALITIES

OCTOBER

MODULAR 3

Purpose: Small groups compete to find the most hidden commonalities within their group and to share key information about themselves.

Materials: Markers and one poster size paper per team

Setting: Open space or tables and chairs. Need room for groups of four to gather.

Time Frame: 10 minutes

DIRECTIONS:

1. Divide the group into teams of four (include members and leaders).
2. “As you look at each other in your group, what do you see that you have in common with them?” Allow for answers like – “We’re both boys,” “We have the same hair color,” “We all have on yellow shirts,” etc.
3. You have a lot of visible commonalities. In this game we are going to try and find out what our hidden commonalities are. A hidden commonality is something that we cannot see that we have in common with someone. For example, we both live on Oak Street or we both live with our grandparents.” Now you can not use these examples – come up with your own!
4. Give each team a couple of sheets of paper and markers.
5. Allow each team 5 minutes to find as many hidden commonalities as they can. A commonality is something two or more team members have in common. Select a Recorder for your group and record your commonalities on the paper.
6. Each team is trying to reach the highest score.
 - Points are awarded as follows:
 - One point for something common to two people
 - Two points for something common to three people
 - Three points for something common to the whole team
 - Score what you have on your paper and total up the number.

TALK IT OVER WITH THE GROUP:

Once the time is up, have each team share their lists. Start with the three-point commonalities.



- Ask groups to share what they think is their most unique or interesting commonality.
- What was the one thing you had in common with someone in the group that surprised you? Go around the room and have each person answer.
- Is there something that all members of this group have in common?

SEVEN LESSONS ON CHANGE

NOVEMBER

MODULAR 4

Purpose: To promote creative thinking about change.

Materials: None

Time Frame: 10-15 minutes

DIRECTIONS:

1. Ask participants to partner up with each other. If there is an odd number, ask the person to observe and record their thoughts about what they hear and see during the activity.
2. Face your partner and just observe each other without talking for one minute.
3. Turn your back on your partner and each make five changes in your appearance.
4. Turn back and see if you can find the five changes.
5. Turn your back on your partner again and each make five more changes without changing any of the first five.
6. Turn back and see if each of you can find the five new changes.
7. Allow participants to be seated after the changes have been identified.

TALK IT OVER WITH THE GROUP:

- If you don't feel awkward doing something new, you are not doing something new.
 - When you were asked to observe, how many felt awkward?
 - Is it normal to feel awkward doing something new?
- When people are asked to do something different, they first think about "What do I have to give up?" not "What am I going to gain?"
 - How many of you started by thinking about what you would give up or take off?
 - Did any of you think about what you could put on or gain?
- In a change effort, people tend to think they are all alone.
 - Did I say that you could not help anyone?
 - Could you have made more changes if you helped each other?
- Research shows: Most people cannot handle more than three to five changes at a time.
 - Most could handle five changes, but when it was ten, what did you think?
- Was everyone in the group at the same readiness to change?
 - Some were more involved more quickly.
 - People are not at the same level of readiness.
- Why do people resist change?
- What are the resources needed for change?



- When changing, most people don't feel they have enough resources.
 - Sometimes we are blind to resources that are present.
- After change, there is a tendency to relapse back as before the change.
 - Vision and goal setting must be followed up by careful management or there will be a relapse.
 - Relapse is natural.
 - When we relapse, we tend to feel guilty or feel I can't.

**CHANGE COMES MORE FROM MANAGING THE JOURNEY,
MORE THAN IT DOES FROM ANNOUNCING THE DESTINATION.**

THE QUEST TEAM CHALLENGE

DECEMBER

MODULAR 5

Purpose: To provide an opportunity for members to work as a team and explore the dimensions of teamwork!

Materials:

- Tablet and marker for each group.
- Large poster size paper for the score board – number on the left side of the paper one to how many teams you will have participating.
- Markers for the scorekeepers.
- 3 X 5 Note cards with one number on each card. Example 1 on a card, 2 on a card etc.....

Setting: Open area

Time Frame: 10 – 15 minutes

DIRECTIONS:

- Divide the group into 4 member teams.
- Appoint 2 score keepers that are not included on a team and provide them with score sheet and markers.
- Each team will sit in a circle, and all of the team circles will make a horseshoe shape around the Presenter.
- Assign each team a number printed on a note card. Lay the number on the floor beside them on the inside of the horseshoe shape.
- Designate a team member to be the writer (give them the tablet and marker) and one person to be the clapper (person who will clap their hands).
- The Presenter will read a four-line jingle asking for information.
- The teams need to listen for the person requested on their team to answer the jingle – that person will answer. Of course, the group members may confer to determine the right answer.
- The writer writes the answer down on their paper. Answer need to be legible.
- As soon as the answer is written down the designated team clapper claps indicating that your team is ready. Remember the answer needs to be written down before the team clapper claps.
- The first clapper will be recognized and a score keeper will stand by that team.
- After all teams have written their answer, the Presenter will ask the person answering the question to stand up for each team and show their answer.
- A point will be awarded to the first clapper only if the answer is correct. One point will be awarded to each team with the correct answer. No points for wrong answer. (2 points total for the correct answer and answering first.)
- The Presenter will ask all of the Quest questions. When finished total up the scores.

TALK IT OVER WITH THE GROUP:

- Which question was the most difficult?
- Because of points awarded did you work harder and why?
- What groups do you belong to that work together to reach a goal?



THE QUEST! TEAM CHALLENGE

Questions:	Answers:
Someone on your team is the shortest, of course. Short person, tell us, How many holes on a golf course?	18
A brown-eyed person should slow-motion run to tell us in which sport the pennant is won.	Baseball
Someone on your team who's wearing a zipper tell us how many stars are in the BIG DIPPER.	Seven
Praise and encouragement make most people "rock." Tallest person give an example of positive talk.	Some Positive Talk
If you know the answer we want you to brag! How many RED stripes are on the American flag?	Seven
This is a brain teaser. Someone give it a try! What fruit has its seeds on the outside?	Strawberries
Someone with glasses or contacts, Get to Rockin' and Rollin'. Shout out: How many dots in a semi-colon?	One
A good blue-eyed student won't even have to look to tell us whether page 5 is on the right or left leaf of a book.	Right
A cheerleader type should stand up and scream. How many players are on the field for one football team?	Eleven
Stick your neck out just like a turtle and report how many degrees there are in a circle.	360 degrees
The person with the longest hair stand up and say: How many original colonies were in the USA?	Thirteen Colonies
Work as a team to be first in this game. Write down and show us ALL of the Seven Dwarfs' names	Doc, Happy, Sleepy, Dopey, Sneezy, Bashful, Grumpy
Whomever on your team is the youngest child should report how many buttons are on a regular push-button telephone dial	Twelve
The oldest team member stands up alone and reports the name of famous boxer played by Stallone.	Rocky

PASS THE SHOE

JANUARY

MODULAR 6

Purpose: This is a fun test of how well we can work cooperatively.

Materials: One shoe per person (left or right will do) Shoe substitutions: If sharing shoes is a problem for your group, substitute something else – building blocks or tennis balls would work too.

Setting: Open area

Time Frame: 10 minutes

DIRECTIONS:

1. Explain to the group, “We will begin by sitting cross-legged (Indian style) on the floor in a circle. Each one of you will have to **remove** one shoe and place in **front** of you.”
2. We are going to pass our shoes around the circle. The goal is to get your own shoe back. The trick is we need to follow a beat.
3. Practice the chant a number of times until everyone has it!
 - “We pass the shoe from me to you. We pass like this and we never, never miss.”
4. Now while saying the rhythmical chant try passing the shoes around the circle.
5. As the group chants, they pass the shoes. Begin with your right hand on your own shoe. The shoes are passed to the right at the beat:
 - We (put your hand on your shoe in front of you)
 - Pass (pass the shoe to the person to your right)
 - The (hand on the NEW shoe in front of you)
 - Shoe (pass the shoe to the person to your right)
 - From (hand on the NEW shoe in front of you)
 - Me (pass the shoe to the person to your right)
 - To (hand on the NEW shoe in front of you)
 - You (pass the shoe to the person to your right).
 - In the second sentence, the passing pattern gets a little tricky:
 - We (put you hand on the NEW shoe in front of you)
 - Pass (pass the shoe to the person to your right)
 - Like (hand on the NEW shoe in front of you)
 - This (pass the shoe to the person to your right)
 - And we (hand on the NEW shoe in front of you)
 - Never (pass the shoe to your right, but **don’t let go**)

- Never (bring the shoe back in front of you)
 - Miss (pass the shoe to the person on our right – let go!)
 - Keep chanting.
6. Try this out before you try it with the group.
 7. Have the group practice a few times. If someone makes a mistake, start over. You'll know when the group makes a mistake because some unsuspecting person will have a pile of shoes in front of him.
 8. The goal is to continue repeating the chant until each person has his/her own shoe back. Now set a time you think it will take to complete the circle.

TALK IT OVER WITH THE GROUP:

- Did we reach our goal?
- Is so, how did we do it?
- If not, what could we try next time?



BUMPER CARS

FEBRUARY

MODULAR 7

Purpose: To practice communication skills by directing others with non-verbal instructions.

Materials: Boundary markers

Time Frame: 10 minutes

Setting: A large rectangular open space with boundary markers where everyone fits with an arm's length space around them.

DIRECTIONS: Ask the group "Has anyone ever driven a car?" Now is your big chance. But, since we are making this special chance available to you, you will need to be very careful with your car. Your car trusts you to drive carefully and not crash into any other cars. You have a very expensive, sporty car. Be careful."

1. Everyone will need to find a partner. In each pair, one person is the car and one person is the driver. The car will keep their eyes closed while the driver drives around.
2. The driver's goal is to drive around during an allotted time period (two minutes) without any crashes. The driver will tell the car to move forward by placing both hands on the shoulders. To stop, the driver will remove their hands. To go right, tap lightly with the right hand. To go left, tap lightly with the left hand. The driver and car may not talk (of course, cars do not talk!).
3. Switch positions!

TALK IT OVER WITH THE GROUP:

- Bring the group back together in a comfortable space. Ask each person to complete the sentence, "I liked being the _____ (car or driver) best because . . ."
- Go around the group getting their responses.
 - Did anyone find it difficult being the car? Why?
 - What did your driver do that made you feel safe? Unsafe?
 - Did the cars trust their drivers? Why?
 - Did anyone who was a car keep their eyes open?



“RISKY BUSINESS”

MARCH MODULAR 8

Purpose: To help group members extend, stretch, and venture out of their comfort zones.

Materials: None

Setting: Enough open space for the kids to break up into pairs.

Time Frame: 10 minutes

DIRECTIONS: Think about risky behavior in your lives. Have you attempted new challenges? Do you belong to sports teams? Do you like to make new friends? We will be finding partners based on certain specifications and then making a statement concerning our own risk taking. Move around between each round and find a different partner each time.

Find a Partner:	Share:
With almost the same color hair	A risk I took in grade school was... (Ex: played T-ball, joined Scouts, etc.)
With almost the same size hand	A risk I never plan on taking is... (Ex: sky diving, drinking & driving, etc.)
Of almost the same height	A risk I will take this year is... (Ex: Making good grades, making new friends, etc.)

Ask all participants to face the front.

Lead the entire group in some light stretching exercises.

HAMSTRING & CALF STRETCH

1. Stand with your arms down by your side.
2. Slowly bend forward at the hip, keeping your legs straight without locking your knees. Let your arms hang free from your shoulders, feeling a stretch in the back of your upper and lower leg. Keep your back flat.
3. Hold the stretch for 20-30 seconds.

CHEST & ARM STRETCH

1. Stand with your arms down by your side.
2. Extend both arms behind you and clasp your hands together. Make sure your arms are straight before lifting them up behind you as high as possible. Keep your chest forward and shoulders back during the stretch.
3. Hold the stretch for a count of 20-30 seconds.

BACK UPPER STRETCH

1. Stand (or sit) with your feet shoulder-width apart, your knees straight but not locked, and your hands clasped in front of you. Rotate your hands so that your palms face the ground. Then raise your arms to about chest height.
2. Press your palms away from your body and feel a stretch in your neck, upper back, and along your shoulders.
3. Hold the stretch for 20-30 seconds.

TALK IT OVER WITH YOUR GROUP:

- What kinds of risk have you taken?
- What kind of support do you need in order to take risks?
- What is the difference between positive and negative risk-taking? Can you give examples of each?
- Who supports you when you take a positive risk? How about a negative one?



Everyone has a “risk muscle” (von Oech 1990).

It’s like any other muscle in your body – if you don’t use it, it will atrophy and become useless; if you use it, it will become strong and defined.

Tell students to flex their risk muscles today!

SHOW & TELL

A DEMONSTRATION WORKSHOP

APRIL
MODULAR 9

Purpose: To understand demonstrations and increase opportunities for public speaking.

Materials:

- “Tips for Effective Demonstrations” skill sheet
- “Practice Demonstrations” handout
- Demonstration materials
- Poster Board
- Markers
- “Tip Sheet for Evaluating Demonstrations” handout
- What I Learned” self-evaluation form



Setting: Enough space to break up into small groups to work on their demonstrations; area should include a table for spreading out materials during demonstrations.

Time: 30 minutes

DIRECTIONS:

Before the meeting

1. This activity provides young people in situations where others will respond to their presentation skills. It should be done only when group members respect each other and are willing to abide by the following guidelines. If you choose to use this activity, review these points with your group in advance.
 - Listen carefully to other people’s presentations.
 - Provide feedback in a positive way.
 - Don’t be rude, critical or hurtful.
 - Be aware that everyone has differing abilities.
 - Be considerate of other people’s feelings.
 - Follow the Golden Rule: Treat other people the way you would like to be treated.
2. Read the “Tips for Effective Demonstrations” skill sheet so you can describe the basic parts of a demonstration. You may want to copy the skill sheet for each person.
3. Ask older group member to prepare and present a demonstration.

During the meeting:

1. Have the older member give their demonstration.
2. Divide the group into teams of two.
3. Hand each team a practice demonstration topic and the **materials** necessary for presenting that demonstration.
4. Give teams 5 to 8 minutes to create and practice their demonstrations. Encourage the teams to use posters to list ingredients or materials needed for their presentations.
5. After each team gives their demonstration, pass out the “Tip Sheet for Evaluating Demonstrations” handout. Help the team members identify their strong points and the ones they need to improve. Keep in mind that this may be hard for some kids and that just standing in front of a group will be a challenge – always look for the positive first.

TALKING IT OVER WITH THE GROUP:

After all the teams have presented their demonstrations, encourage the whole group to talk about their experiences. Ask the following questions.

- How did it feel to be speaking in front of a group?
- What did you find fun about doing demonstrations?
- Was it as hard as you thought it would be?
- When do you think you might do other demonstrations?



TIPS FOR EFFECTIVE DEMONSTRATIONS

SKILL SHEET

Demonstrations are talks that show, one step at a time, how to perform an activity.

PLANNING TIPS

Your demonstration may take only 10 minutes, but the time you spend planning those 10 minutes will determine your success or failure. Here are some questions to ask yourself and points to consider:

Will my topic work as a demonstration?

- Pick a well-defined skill or activity that can be demonstrated in a short time period. For example, showing how to toss a salad is easier than explaining how to cook.
- Select a topic that can be easily broken down into illustrated steps that the audience can be successful in doing themselves. For example, you may be able to wiggle your ears, but others may not find it as easy to do!
- Consider how much background your audience will need on your topic before you begin demonstrating. For example, if you are showing how to saddle a horse, you may need to first explain how to approach the horse and make it hold still.

What is my audience going to be like?

- Plan your demonstration around the size of the group. Will you have a small group that can cluster around you, or will you need large visual aids and a microphone to be seen and heard?
- Try to anticipate how much your audience may already know about your topic. Pick a skill level that you think will be high enough to hold your audience's attention, but not so high that they can't keep up with you.

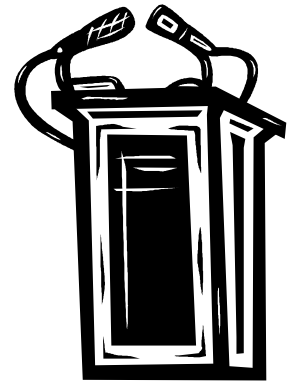
What do I want my demonstration to accomplish?

- Decide if the purpose of your demonstration will be to **educate** the audience on how to do something, **inform** them on how something works or **persuade** them that one method works better than another. You can do all of these in one demonstration if you plan well.
- Think about what response you want from your audience. For example, do you want them to try a new skill, or change an old way of doing something?
- Consider how much time you have, the skill level of your audience and your own expertise.

Organizing

Once your initial planning is done, make a detailed outline or script for what you plan to cover in your talk and what visuals or props you will need for each step. A well-organized speech contains the following basic parts:

- 1. Introduction** – Where you capture the audience's attention with a relevant story, quote, challenge or other interesting remarks and then explain what the demonstration will be about.
- 2. Body** – Where you present a step-by-step procedure, explaining key points as you go along. You can outline the steps by doing the activity and writing the steps down as you go.
- 3. Conclusion** – Where you restate the purpose of your demonstration and give a brief summary of the steps.



Tips for Choosing & Using Visual Aids

Use visuals such as posters, slides and overheads to help the audience understand your topic. Visuals can help keep the audience's attention, but don't overdo it – too many visuals can be distracting. It's very important to practice your demonstration using your visuals. Keep them within reach and in the order you will present them. When you're done using each one, set it aside so it doesn't distract from your next point. Make sure your visuals:

- Are attractive.
- Are readable from the farthest distance they will be viewed.
- Highlight the important points.
- Are simple and neat.
- Are easy to use.

Props may be helpful when realism is needed. Make sure that your props are practical for the setting you will be in. For instance, including your dog as part of a demonstration on pet grooming might make it more realistic, but you'll also need to think about any problems that might arise from bringing an animal into an unfamiliar situation.

If you are planning to use electronic equipment, make sure you'll have outlets available nearby and anticipate any replacement bulbs or batteries you might need. Have a backup plan in case your equipment fails.

Tips for Good Delivery.

- Be enthusiastic!
- Dress for the part.
- Briefly introduce yourself, explaining your interest or special skills in your topic.
- Start with your opening, and then get right into the action. Keep things moving, but don't rush.
- Know your subject and explain what you're doing as you do it.
- Practice in advance, but if something doesn't go the way you planned it in the final demonstration, explain briefly what happened and continue.
- Be sure your audience can see what you're doing at all times. Store items away from the center of interest when you're not using them.
- Speak clearly. If you must use noisy equipment like a blender, explain what you're doing before and after you use it. Don't try to shout over the noise.
- Stay within your allotted time. To show all the steps of a process, you may need to have materials ready to show in various stages (baking bread, for example).
- End your demonstration by showing the audience your finished product and letting them ask questions. If you don't know an answer, say so – don't guess.

Practice Makes Perfect

Assemble everything you need for your presentation (and friendly volunteers to be your test audience) and practice. Videotaping your practice demonstration is another good way to help you fine-tune it. Afterwards ask yourself (or your test audience):

- Are my actions in logical order?
- Did I explain what I was doing while I was doing it?
- Did I give complete information?
- Are my visual aids effective?
- Did I keep to my time limit?
- Do I know enough about my topic to answer questions from the audience?

PRACTICE DEMONSTRATIONS

Leader's Note: These demonstrations can be done alone or as a team. For first-time demonstrators, it might be helpful to do team presentations.

PENCIL JUDGING

Explain how you would use judging techniques to rank a group of four pencils.

MAKING A PAPER AIRPLANE

Demonstrate how to properly fold a paper airplane for best flight. (Talk about the structures on the plane that has to do with aerodynamics.)

FOLDING TISSUE FLOWERS

Demonstrate how to fold a paper rosette and demonstrate some of its uses.

NAPKIN FOLDING

Demonstrate three different ways to fold napkins for a dinner table.

SANDING TECHNIQUES

Demonstrate proper sanding techniques to achieve a smooth finish (include different weights of sandpaper and what each would be used for.)

PEANUT BUTTER SANDWICH MAKING

Demonstrate different methods for making a peanut butter and jelly sandwich to suit your taste.

TIP SHEET FOR EVALUATING DEMONSTRATIONS



The main purpose of any demonstration is to share information, ideas and skills with others. This could be accomplished in many ways. The important thing is for you to have the chance to practice speaking skills. Don't intimidate yourself by trying to achieve a certain set of standards. However, there are some basic areas in which you can evaluate your own progress and set goals for improvement. Think about and answer the following questions.

TOPIC

Was the topic appropriate for the audience age and interests? Why or why not?

CONTENT

Did the demonstration give enough information to spark the audience's interest? Why or why not?

Was the information presented in such a way that the audience could replicate the techniques or ideas demonstrated?

POISE

Did you feel comfortable in front of the group? Why or why not?

Do you feel that you presented yourself well? Why or why not?

DELIVERY

Was your demonstration clear and organized?

Was the audience interested enough to ask for more information?

Did people respond as if they could hear everything?

INTRODUCTION AND CONCLUSION

Did you tell the audience what you were planning to say and then sum up what you said at the end?

OTHER

What else did you learn about giving speeches?

**WHAT I LEARNED
SELF-EVALUATION FORM**



I found I was good at:

I found these things hard to do and want to work on them:

I would do these things differently if I did this activity again:

I'd like to learn more about the following things in this skill area:

What I Learned About Me

Before we got started with this activity I felt:

During this activity I felt:

After the activity I felt:

DISCOVERY... RE-DISCOVERY... AND FUN

MAY
MODULAR 10

Purpose: To encourage members and leaders to open up and share something meaningful about themselves.

Materials: Worksheets and pencils for everyone.

Setting: Open space for mingling and seats for the second part of the activity.

Time Frame: 15 minutes

Directions:

1. Pass out the sheets and pencils to everyone.
2. Instruct everyone to write their name at the top of the paper so their sheet will not get mixed up with others.
3. Each member should mingle and have individuals sign the box that identifies them. Remember these rules:
 - A person can only sign once on another's paper.
 - You cannot sign one of your own boxes.
 - You now have 8 minutes (more or less – just watch your time) to get this paper all filled in with signatures.
4. When you are finished come and check in for verification.
5. Now here is the fun part..... Ask everyone to keep their signature page and be seated.

TALK IT OVER WITH THE GROUP:

Ask questions to the group about their squares. You might ask the group

Who has been on TV – (ask them to raise their hands) select someone and them tell about their experience.

Has a collection of some kind – (ask them to raise their hands) select someone to talk about their collection and how long they have been collecting.

Who knows someone famous – (hands again) who!

Well you get the idea! This is a great way to know more about your club members and leaders!



have



Discovery... Re- Discovery... and FUN

Can speak a foreign language	Has been on TV	Has traveled to at least 10 other states	Would bungee jump if the chance occurred
Grew up in farm country	Has traveled by train	Has an unusual hobby	Likes to read books
Has traveled far and wide	Worked at a gas station	Has bought a lotto ticket	Knows how to dance the Tango
Has seen a major play in a big city	Voted in the last election	Looks the most like you	Plays a musical instrument
Likes roller coasters (sign your favorite one)	Like to ride horses	Has performed on stage	Knows someone Famous
Has many siblings	Has been to Mount Rushmore	Has a nickname that they like	Owns a neat toy
Likes their dentist	Has not been on an airplane	Has a collection of some kind	Has ridden a camel or unicycle

HAVE YOU NEVER . . . ?

JUNE
MODULAR 11

Purpose: To find members of the group who have *never* done something considered commonplace.

Materials: None

Setting: Large open space

Time Frame: 10 minutes

DIRECTIONS:

1. Ask the group to make one long line. A question will be asked. **Have you never**..... watched an entire VCR movie? If you can answer yes to the question take three steps forward!
2. Ask everyone to step back in line. Ask another question following the same directions.

- | | |
|--|--|
| <ul style="list-style-type: none">• Watched an entire VCR movie?• Flown in an airplane?• Left the state that you were born in?• Left the continental United States?• Worn sneakers with Velcro, not laces?• Played Monopoly?• Thrown a Frisbee?• Broken a bone?• Changed a car tire by yourself?• Operated a microwave oven?• Eaten a bagel?• Used a computer?• Eaten tofu?• Set off a fire cracker?• Run a mile without stopping?• Taken a city bus?• Grown zucchini or lived with someone who did?• Eaten at McDonalds? | <ul style="list-style-type: none">• Used a circular dial telephone?• Ridden a bike with gears that shift?• Purchased your own underwear?• Programmed a VCR?• Been in an auto accident?• Surfed the net?• Had stitches?• Taken a black and white photograph?• Watched a black & white TV program?• Played with Silly Putty?• Cleaned a toilet?• Driven a standard shift vehicle?• Sucked your thumb?• Worn a watch?• Eaten an Oreo?• Had a Coca-Cola?• Eaten a Twinkie?• Ridden a two-runner sled? |
|--|--|

TALK IT OVER WITH THE GROUP:

- What surprised you about someone in the group?
- What did you learn about yourself?

