



## Interpersonal Skills: CARE FOR OTHERS

### Activities

#### What Does Caring Look Like?

- 1.) On your own, write or draw what you think caring for others looks or feels like.
- 2.) When you are finished, pair and share if you are with a group or set aside if you are by yourself.
- 3.) Brainstorm by yourself or with a group, strategies to use to demonstrate caring of others.
- 4.) Circle the three strategies you would like to use when working with all 4-H youth.

**Created by:** Tillie Bell Good, Staff and Volunteer Development Manager, Iowa State University Extension and Outreach



## Pepper Experiment

Supplies: pepper, sugar, a small piece of soap (or liquid soap), and a bowl partially filled with water.

- 1.) Sprinkle pepper on the water. The pepper represents young people that are a part of our programs. Imagine that an adult is in the middle of the bowl surrounded by the pepper (young people). What do you think what might happen if the adult ignores the young people, shows favoritism to only a few, gives directives and/or orders, makes young people feel unsafe, or fails to encourage or help?
- 2.) Next, hold the bar soap in the water or drop a few drops of liquid soap into the middle of the bowl. Were the predictions correct?

Now add a teaspoon of sugar to the center of the water. What happened? This represents a caring adult in a 4-H environment that is both safe and inclusive. As volunteers, we need to be sure our events and activities are welcoming, safe and inclusive for all youth. Consider how you are ensuring that all youth feel welcome, included, a sense of belonging, and cared for during 4-H opportunities.

**Adapted from:** Miller, J. (1998). 10 Minute Life Lessons for Kids, Harper Collins Publishers, New York.

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## Language of Appreciation

On a sheet of paper, list the five languages of appreciation: words of affirmation, quality time, acts of service, tangible gifts, and physical touch. Next to each of the five languages, list two-three things you could do as a volunteer to show appreciation through this language. For example, next to words of affirmation you could list write a thank-you note. Once your list is complete, consider sharing your list with another volunteer.

**Created by:** Tillie Bell Good, Staff and Volunteer Development Manager, Iowa State University Extension and Outreach (based on [Five Languages of Appreciation](#) written by Gary Chapman and Paul White)

## Interpersonal Skills: A COMPASSIONATE NATURE Activities

### Getting to Know YOU

#### Materials:

- Envelopes (1 per person)- numbered based on the number of participants and located out of eyesight of the group (in another room, in the hall, etc). *It is recommended that the number not be written on the envelope so as to maintain anonymity in the activity.*
- Typing or notebook paper (1 person)
- Writing utensils and/or markers
- Small pieces of paper (enough to each person to write a note to every other person in the group)- size of paper will depend on your containment vessel
- Folder (1 for step 4)

#### Directions:

1.) Share the goal with the group.

2.) Explain that this activity will require individuals to share information about themselves that no one else in the room knows. They don't have to tell their deepest, darkest secrets, but the intention is for everyone to learn something about each other to improve our understanding of each other.

- Share or develop rules (with the group) that will create a safe sharing environment.
  - a. Listen with an open mind.
  - b. Write positive comments only.
  - c. Treat others like you want to be treated.
- Provide each participant with a sheet of paper and ask them to write their name and at least three things about themselves that no one else in the room knows. You may wish to allow them to move around to find a "comfortable" or secluded spot to think and write. Feel free to play music during this time!
  - a. When they are finished, have a designated adult collect these and keep them out of sight (in a folder) until everyone is ready for steps 6 and 7.
  - b. After all of the papers are submitted, this adult should find a secure location to mix up the papers and randomly assign them a number based on the number of participants.



3.) Distribute the small pieces of paper and have participants number them on one side based on the number of participants. They can also decorate them as time allows and as you see fit.

4.) When participants and the papers are ready, explain that this next part will be a silent activity. An adult will read each personal paper without revealing the name of the author. Each participant is to write a positive reaction to what is read on the corresponding number paper. The response can be anonymous or the writer can include their name. **Sharing the example below may be a good way to demonstrate:**

Personal Paper Example:

- I live with a sister and a half-brother, but also have three half-sisters that lived with my dad that I don't know very well.
- I love animals and want to be a vet, but feel squeamish when an animal is injured.
- I love baseball and learned how to catch from my grandpa.

Response Examples:

- I love baseball too! Maybe we should play catch together sometime!
- Having a big family is great. I hope you get to spend more time with your half-sisters!
- Hurt animals need a vet's help, maybe trying to see how you would be helping them could help you be less squeamish.

You may want to allow participants to share examples as well.

*Note: If there is a concern that participants may not take the activity seriously, you can use an adult to review and remove harmful comments (see sub-bullet below).*

5.) Read personal papers and have participants write reactions. Collect and distribute to the corresponding envelope.

- Review reactions and replace any negative or unacceptable comments with premade general comments on the same type of paper that was used by participants.
- If possible, identify the writer of harmful comments and consider an intention conversation with them to address the lack of compassion and/or empathy. This should be a structured conversation and may benefit from including the parent/guardian.

6.) Once all personal papers are read and reactions collected/distributed, explain that everyone will receive an envelope with reactions to their personal papers. Explain that

they will have time to read their comments independently.

**7.)** Distribute the envelopes and provide adequate time for participants to read the comments.

**8.)** Have an open discussion about how their reactions made them feel. You may want to start the conversation with a few general questions like:

- Did anyone receive a positive reaction? *Hopefully everyone would raise their hand.*
- How did you feel about sharing when we started and how do you feel about having shared now?
- Does anyone feel like they have a better understanding of someone else in the group?

**Created by:** Jamie Morris, 4-H Extension Specialist, Volunteer Systems and Development, University of Maryland Extension



## Seeing Others and Their Feelings

### Materials:

- Diverse pictures of people's expressions (Seeing Others and their Feelings PPT)
- Paper (optional for silent sharing)
- Writing utensils (optional for silent sharing)
- Dry erase board and marker (optional for silent sharing)

### Directions:

1. Share the goal with the group.
2. Explain that this activity will require individuals to share their thoughts and feelings of pictures shown to the group. Explain that this should be a safe space, that everyone's responses should be accepted even if they differ from your own.
3. Share or develop rules (with the group) that will create a safe sharing environment.
  1. Listen with an open mind.
  2. Refrain from commenting on what other people share.
  3. Treat others like you want to be treated.
4. Provide each participant with paper and a writing utensil or a dry erase board and marker for silent sharing if you think this would be beneficial for the group.
5. Show a picture to the group. **PPT pictures can either be printed or shown via a projector.**
6. Ask the following questions and allow participants to discuss. **Pictures in the PPT are labeled by the emotion it was found under in Creative Commons. This does not mean that it is the only emotion that participants will pick up on.**
  1. How do you think this person is feeling?
  2. What do you think happened?
  3. What do you feel like doing for this person? To help this person?
7. Repeat steps 5 & 6 for as long as you feel is appropriate for your group.
8. Have an open discussion about how they can practice empathy with people in their lives. You may want to start the conversation with a few general questions like:



# VOLUNTEER

Research Knowledge Competency

- a. Do you ever feel like any of the emotions we say today? What helps you when you feel that way?
- b. Have you ever seen someone at school, home or your club with any of these expressions on their faces? If so, what did you do or what did an adult do to help them?
- c. How do you want to use this information in the future?

**Created by:** Jamie Morris, 4-H Extension Specialist, Volunteer Systems and Development, University of Maryland Extension

## Showing Kindness

### Materials:

- Chart paper
- Paper (different sizes and colors)
- Markers, crayons, colored pencils etc.
- Decoration supplies
- Scissors
- Glue, tape, etc.
- Sticky notes (optional)

### Directions:

1. On chart paper write Random Acts of Kindness.
2. Explain to the group the goal and start a conversation about how they feel when someone is kind to them. Record these responses on the chart either as a group (leader writes responses) or individuals (participants use sticky notes to share their own feelings).
3. Discuss responses and ask for more information if needed.
4. Brainstorm things people/participants can do to make people feel the emotions on the chart paper. Use sticky notes either as a large group or individuals to align ideas with the different feelings.
5. Discuss ideas and ask for more information if needed. Share that these ideas could be considered Random Acts of Kindness. Small gestures that can brighten someone's day.
6. Ask individuals or partners/groups to pick their favorite idea to create a Random Acts of Kindness poster and short promotional presentation to encourage others to show kindness to others.
  1. Allow adequate work time and access to supplies.
7. Have participants share posters and presentations.
8. Ask participants to pick one Random Act of Kindness that was promoted to do as a "take home" activity. Plan a way to follow up with this to allow for praise and encouragement to continue.



# VOLUNTEER

Research Knowledge Competency

1. Share Random Acts of Kindness successes at the next meeting.
2. Ask participants to submit pictures of their Random Act of Kindness. Share on social media or via email with the group.

Resources:

<https://www.signupgenius.com/groups/random-acts-of-kindness-ideas.cfm>

**Created by:** Jamie Morris, 4-H Extension Specialist, Volunteer Systems and Development, University of Maryland Extension

## Interpersonal Skills: ACCEPTANCE OF OTHERS Activities

Use the [Acceptance of Others PPT](#) to show the diversity of 4-H'ers and conduct conversations around accepting others and creating a sense of belonging in your 4-H club or program. This PPT contains two presentations, one designed for use with youth participants and the other designed for use with youth and/or adult leaders.

The [Acceptance of Others PPT](#) can be printed or presented using technology or virtually. Each slide shows a picture of 4-H'ers and contains a statement from the 2010 VRKC materials that is to be read when the picture is displayed and while participants note (may choose to write or just think about) the difference between themselves and the people pictured. Quiet observation and notation is encouraged during the presentation of pictures, perhaps play some soothing music and dimming the lights.

### Acceptance of Others- Youth Presentation (slides 1-10)

#### Acceptance of Others

*Definition:* Experiencing situations without wanting to change, protest, or exit. Recognizing and showing appreciation for differences.



**Slide 2:** Based on the definition on the screen, accepting others is as simple as recognizing and appreciating our differences, which means we need to be able to identify those differences. You will see a series of pictures like the one on your screen and I would like you to note, to yourself, the differences between yourself and the people pictured. We will discuss the differences you noted after we have viewed all of the pictures.

Please note that all of these pictures have come from the National 4-H photo gallery and picture real 4-H'ers from across the US.

The National 4-H photo gallery is accessible through [4h.org](http://4h.org) in the Marketing Online Resource Center (MORC) which requires log in. Once you log in, you will find the photo "library" under 4-H Professionals > Marketing Resources > 4-H Assets.



## Acceptance of Others



**Slide 3: Read:** Accepting others is about recognizing and showing appreciation for differences.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***

**Slide 4: Read:** Accepting others is about respecting the uniqueness in each one of us.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***

## Acceptance of Others



**Slide 5: Read:** Acceptance creates an environment of openness and trust.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***



# VOLUNTEER

Research Knowledge Competency

## Acceptance of Others



**Slide 6: Read:** Through acceptance, others are more relaxed and can learn and share without fear of evaluation or judgment.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***

## Acceptance of Others



**Slide 7: Read:** 4-H volunteers are in a key position to model this important life skill to youth and other volunteers.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***

**Slide 8: Read:** Acceptance creates an environment of openness and trust.

Acceptance of Others



Photo from National 4-H Council Marketing Online Resources

**Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.**

Acceptance of Others



Photo from National 4-H Council Marketing Online Resources

**Slide 9: Read:** Through acceptance, others are more relaxed and can learn and share without fear of evaluation or judgment.

**Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.**

**Discussion (Slide 10):** Now picture all of the 4-H experiences you have had to help round out your mental photo album. Start the discussion by sharing the differences that participants noted between themselves and the people pictured. Remind the group that in order to accept others we need to appreciate our differences and to keep their sharing positive.



# VOLUNTEER

Research Knowledge Competency

Comment on differences identified (ex. projects people were doing, age, perceived nationality, hair color, eye color, skin color, location, clothing, groups, etc.).

**Pick a difference and ask questions about:**

- How could they welcome a person that is different from them into their club meeting?
- What can they do to show they accept someone that is different from them for who they are?
- What benefits might people of different backgrounds bring to their club/4-H program?
- How can they avoid creating a hostile or unwelcoming environment?

**Discuss:**

- What are some differences that they did not see in the pictures?
- Ways to role model acceptance

**Being an Accepting Leader- youth/adult leader presentation (Slides 11-21).**

All pictures in this presentation are from the University of Maryland, College of Agriculture and Natural Resources photo gallery. You may wish to use pictures from your own state.

Being a True Leader



Photo by: Edwin Remsburg

**Slide 12: Read:** I am sure we all do what we do for the same reason, the youth. As a leader we are all expected to serve as positive role models for all youth and create a safe and inclusive environment where they feel like they belong.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***

Being a True Leader



Photo by: Edwin Remsburg

**Slide 13: Read:** I am sure we all know how awesome 4-H is and the benefits it provides to youth by teaching positive youth development through experiential (hands on) learning.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***



## Being a True Leader



Photo by: Edwin Remsburg

**Slide 14: Read:** This means that we should see each youth we meet as a potential 4-H'er and in order for us to draw in new youth to offer amazing 4-H opportunities, we need to recognize and appreciate everyone's differences.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***

## Being a True Leader



Photo by: Edwin Remsburg

**Slide 15: Read:** We should find ways to talk with them, welcome them and help them feel like they belong regardless of how similar or different they are from ourselves.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***



## Being a True Leader



Photo by: Edwin Remsburg

**Slide 16: Read:** There is a place and project for EVERYONE in 4-H. It may just be a matter of helping them connect with the right person or group and helping them find their spark.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***

## Being a True Leader



Photo by: Edwin Remsburg

**Slide 17: Read:** As a leader, you can help youth grow and thrive by being a positive role model interested in their success despite whether you share the same interests, beliefs or are from the same place as you.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***



## Being a True Leader



Photo by: Edwin Remsburg

**Slide 18: Read:** As a 4-H Leader, we should provide opportunities for youth to learn, grow and thrive, opportunities they may not have at home.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***

**Slide 19: Read:** We should provide them opportunities to stretch their abilities, broaden their horizons and help them feel like they belong.

## Being a True Leader



Photo by: Edwin Remsburg

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***

### Being a True Leader



Photo by: Edwin Remsburg

**Slide 20: Read:** To be a true leader, we need to be caring, compassionate, honest, ethical and accept people of character in their own right. We are their leaders, we are their role models, so it is up to us to be true leaders if not for us, then for them.

***Pause for at least 30 seconds and remind participants to write down any differences they have or may have with those in the picture.***

**Discussion:** You saw nine pictures representing a variety of 4-H situations and participants. Now picture all of the 4-H experiences you have had to help round out your mental photo album. Start the discussion by sharing the differences that participants noted between themselves and the people pictured. Remind the group that in order to accept others we need to appreciate our differences and to keep their sharing positive.

Comment on differences identified (ex. projects people were doing, age, perceived nationality, hair color, eye color, skin color, location, clothing, groups, etc.).

**Pick a difference and ask questions about:**

- How they could welcome a person that is different from them into their club meeting?
- What can they do to show they accept someone that is different from them for who they are?
- What benefits might people of different backgrounds bring to their club/4-H program?
- How can they avoid creating a hostile or unwelcoming environment?

**Discuss:**

- What are some differences that they did not see in the pictures?
- Ways to role model acceptance

**Created by:** Jamie Morris, 4-H Extension Specialist, Volunteer Systems and Development, University of Maryland Extension

## Interpersonal Skills: PATIENCE

### Activities

#### Practicing Patience

- 1.) Gather everyone in a large room. Designate a wall as “1 — EASY” and the opposite wall as “10 — HARD.” For each situation below, have volunteers rank how easy or difficult it is to be patient by standing in a corresponding spot between the two walls:
  - When somebody messes up my stuff
  - When somebody is late
  - When people are angry or short with me
  - When a loved one will not buy me what I think I need
  - When people annoy me
  - Having to wait in line
  - Waiting for a red light to change
  - Being stuck in a traffic jam
  - Trying to teach somebody a new skill
- 2.) Have volunteers explain their rankings.
- 3.) Discuss the following questions:
  - What situations make you feel impatient toward friends or family?
  - What situations do you think would cause others to be impatient with you?
  - Who is patient with you? How do you feel when that person acts patiently toward you?

**Created by:** Hope Bragg, Instructor, University of Arkansas Division of Agriculture Research & Extension, adapted from Thomas, G., Maher, D., Harney, M., Nappa, M., McFarland, A., & Woody, P. How to Teach Your Kids Patience, Focus on the Family.



## The Star

SUPPLIES: 40–50-foot rope tied to itself forming a large circle.

- 1.) Ask a large group of participants (10+) to make contact with the rope while creating a five-pointed star with the rope (crisscrosses in middle).
- 2.) Everyone must participate by holding onto the rope. They cannot let go of the rope or trade places with the people next to them to accomplish the task. They can slide along the rope. Do not mention this unless you need to, or the group is getting frustrated.
- 3.) Once the group thinks that the task is complete, ask them to slowly lower the star to the ground and step back to admire their work.
- 4.) Discuss and debrief the following questions:
  - How did your group decide what to do?
  - Was everyone on the team involved in solving the challenge?
  - How did your group work well together? What happens when you do not work well together?
  - How is Patience modeled in these activities? Can you practice patience in a timed event?
  - Is it a sign of failure when you try something, and it does not work?
  - How can we learn from our failures? Our successes?

**Created by:** Hope Bragg, Instructor, University of Arkansas Division of Agriculture Research & Extension, (source unknown...based on materials written by Angie Freel and Luke Nipper)

## Marble Run

**PARTICIPANTS:** GROUPS OF 8

**SUPPLIES:** One standard marble/team, one grocery bag/team, one 8.5x11 sheet of paper/participant, masking tape, stopwatch.

- 1.) Provide each participant with a piece of paper and 3 inches of masking tape. Have them roll the paper into a long tube. The paper should be rolled so that the tube is 11 inches in length. The tube should be about 1.5 inches in diameter. This will allow the marble to pass easily through. Use the tape to keep the tube rolled up. If there are any loose ends of the paper at either end of the tube, tape these down so the marble can move freely.
- 2.) Divide the group into teams of at least 8.
- 3.) Mark a start and finish line, approximately 20 feet apart. Place a grocery bag at the finish line for each team.
- 4.) Have teams line up in single file with the first person standing at the starting line, other team members standing shoulder to shoulder heading towards the finish line, even though they will not extend all the way to the finish line.
- 5.) Explain that their challenge will be to move the marble from the starting line to the finish line and have the marble end up in the grocery bag. The marble must be moved by rolling it through the tubes. This will require the team members to keep moving to the end of the line as the marble rolls from tube to tube. After the marble has passed through the first person's tube, they will have to quickly reposition themselves to the end of the line to keep the marble moving. Nobody may touch the marble with their hands, or any other part of their body. If the marble is touched, or if it touches the ground, the team must return to the starting line and begin again.
- 6.) If the time that you have allotted for this activity is running out, you may add penalty seconds instead of having them start over. This is a timed event.

**Created by:** Hope Bragg, Instructor, University of Arkansas Division of Agriculture Research & Extension, (source unknown...based on materials written by Angie Freel and Luke Nipper)

## Interpersonal Skills: ABILITY TO DEVELOP AND STRENGTHEN RELATIONSHIPS

### Brainstorm It!

The Search Institute shared five elements to create positive relationships: express care, challenge growth, provide support, share power, and expand possibilities. Brainstorm as a group or by yourself the following questions. What does each of the five elements look like in your 4-H program? What could you do to strengthen one or more of these elements?

**Created by:** Tillie Bell Good, Staff and Volunteer Development Manager, Iowa State University Extension and Outreach

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### Caring Adult Web

We all have caring adults in our life that we can name and tell why they made such an impact in our lives. In this activity you will make a web that will help identify what made each person a caring adult.

- 1.) First write your name in the center of the page and draw a circle around it.
- 2.) Next, draw five circles around your circle with your name. Connect those five circles to your name with a straight line.
- 3.) In those five circles that are connected to your circle, write the name of a caring adult from any time in your life.
- 4.) Next, on the line that connects your name to their name, write a few qualities that made them a caring adult.
- 5.) When you are done, reflect on what you wrote. Do you see any common themes? What qualities that you listed stand out? Did you list any qualities that surprised you? How do you (or will you) share similar qualities when building relationships with youth that you listed from the caring adults in your life?

**Adapted from:** Bottomley, L., & Frendo, M. (2012). Ready to Go: Mentor Training Toolkit, Michigan State University Extension.

### Reflection Boxes

- 1.) Create four boxes on your piece of paper.
- 2.) In the first box, work with a group or on your own to list qualities and skills necessary for building and strengthening relationships.
- 3.) In the second box, on your own list the skills that you have.
- 4.) In the third box, list what skills you would like to further develop.
- 5.) In the fourth box, list the skills you want to learn.
- 6.) When you have completed all four boxes, think about what resources are available to help you develop and learn those skills.
- 7.) Write two personal goals from the skills you listed that state what you want to do, how you will do it, and when you will do it (For example, I will further develop my active listening skills by practicing with my colleague four times by the end of December).

**Adapted from:** Bottomley, L., & Frendo, M. (2012). Ready to Go: Mentor Training Toolkit, Michigan State University Extension.

## Interpersonal Skills: FLEXIBILITY

### Activities

#### Flexibility Scenarios

Share real world scenarios with youth and have them Think, Pair, Share solutions to the scenarios. This will require participants to THINK to themselves how they would solve the problem, PAIR them up with a partner and have them discuss their solutions and then have the pairs SHARE out their solutions to the groups.

Be on the lookout for inflexible thinking (focusing on the negative). If someone shares negative opinions about the scenario rather than providing solutions...

- use encouraging statements to redirect them to develop solutions.

Consider...

- assigning different “points of view” for the youth to take in each scenario.
- documenting solutions on chart paper.
- using scenarios that have happened to you or that you have dealt with.

**Scenario 1:** A youth is assigned to present a demonstration at this month’s club meeting. At the beginning of the meeting, the youth tells you that they are not prepared to do their demonstration. What do you do?

**Points of view:** the youth, the leader, other club members

**Scenario 2:** At the fair, a youth animal exhibitor does not have the right attire to show. What can they do?

**Points of view:** the exhibitor, the show superintendent, other exhibitors

**Scenario 3:** At camp, a homesick youth cries all night and keeps everyone in the cabin awake. What can be done?

**Points of view:** the homesick camper, the cabin leaders, other youth in the cabin

**Scenario 4:** At a state competition, a youth member arrives to find out that they are not registered to participate in the event. What can be done?

**Points of view:** the non-registered participant, the event leaders, other registered youth participants

**Created by:** Jamie Morris, 4-H Extension Specialist, Volunteer Systems and Development, University of Maryland Extension