



Positive Youth Development: Overview Activities

For all activities, download and print 4-H Thriving Model Tip Sheets, one per person:
<https://helping-youth-thrive.extension.org/tip-sheets/>

Developmental Context

- 1.) Distribute the Developmental Context handout and the 4-H Thriving Model tip sheets on Sparks, Belonging and Developmental Relationships. Ask participants to work individually for five minutes to complete the Developmental Context handout.
- 2.) Pair and share lists with one other person for five minutes.
- 3.) Bring the full group back together and share ideas from each pair.

Author: Gemma Miner, 4-H Volunteer Specialist, University of California



Developmental Context Handout

<i>List two ways you can provide a developmental context.</i>		
Help youth identify and grow sparks	1.	2.
Provide quality program with an emphasis on belonging	1.	2.
Be caring, provide challenge and share power	1.	2.



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Drive the Thrive

- 1.) Distribute the 4-H Thriving Model tip sheets on each of the thriving indicators.
- 2.) Divide participants into groups of 3-4 people and assign one or more of the thriving indicators to each group so that all indicators are assigned to at least one group.
- 3.) Ask each group to learn more about their assigned indicator by reviewing the related tip sheet.
- 4.) Then ask each group to develop at least one strategy, behavior or activity that volunteers can do to reinforce that indicator for youth.
- 5.) Bring the full group back together and share ideas.

Author: Gemma Miner, 4-H Volunteer Specialist, University of California

Developmental Outcomes

- 1.) Distribute the 4-H Thriving Model graphic (flower) and Developmental Outcomes Handout.
- 2.) Divide participants into groups of 3-4 people and ask them to complete the Developmental Outcomes Handout
- 3.) Bring the full group back together to share ideas and reflect on understanding.

Author: Gemma Miner, 4-H Volunteer Specialist, University of California



Developmental Outcomes Handout

For each developmental outcome, list one or more Youth Thriving Indicators that lead to that outcome. Discuss and describe how that thriving indicator leads to that outcome.

Connection with Others	
Contribution to Others	
High Personal Standards	
Positive Academic Attitude	
Social Competence	



Positive Youth Development: DEVELOPING LIFE SKILLS Activities

How Can You...?

- 1.) Distribute the How Can You...? Handout and the Tip Sheets on the thriving indicators.
- 2.) Ask participants to work in pairs to complete the How Can You...? Handout.
- 3.) Bring the full group back together and share ideas from each pair.
- 4.) Reflect and discuss best practices for volunteers to help youth develop life skills.

Author: Gemma Miner, 4-H Volunteer Specialist, University of California



How Can You...? Handout

<p><i>Read the prompts below and use the third column to answer with how you can include these factors in your educational experience activities.</i></p>		
<p>Challenge & Discovery Thriving youth have the desire and ability to explore and try new things and challenges.</p>	<p>How can you encourage youth to try new things and challenges?</p>	
<p>Growth Mindset Thriving youth learn from mistakes and try different strategies to achieve success.</p>	<p>How can you help youth celebrate their mistakes and practice the power of “not yet”?</p>	
<p>Hopeful Purpose Thriving youth have a sense of hope and purpose and see themselves on the way to a happy and successful future.</p>	<p>How will you show a sense of hope and purpose for youth?</p>	
<p>Transcendent Awareness Thriving youth feel connected to something greater than the self which provides meaning and purpose in life and shapes everyday thoughts and actions.</p>	<p>What opportunities can you provide to help youth feel connected to something greater than themselves?</p>	



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<p>Positive Emotionality Thriving youth are positive and optimistic and can manage emotions in ways that lead to health and well-being.</p>	<p>When youth struggle to manage their emotions, what can you do?</p>	
<p>Pro-Social Orientation Thriving youth see helping others as a personal responsibility, and live up to the values of respect, responsibility, honesty, kindness, and generosity. Thriving youth care about and give back to their communities.</p>	<p>What strategies will you use to ensure that youth demonstrate these values?</p>	
<p>Goal Management Thriving youth set goals, know how to manage them, and persevere in achieving their goals. They also make self-regulatory decisions that lead to better short-term and long-term success.</p>	<p>When youth reach roadblocks to their goals, how can you help them?</p>	



Positive Youth Development: UNDERSTANDING HOW YOUTH DEVELOP

Activities

We Are All Jagged

- 1.) Handout the Skills Worksheet to everyone.
- 2.) Ask each participant to work individually for about five minutes to rate themselves on the line in response to each prompt.
- 3.) In groups of 5-8 people, handout How Jagged is Your Group Worksheet and ask them to graph everyone's points on the one sheet of paper, to show each person, draw a line that connects the dots for that person so that the chart will have multiple jagged edges. (Or if a small group, ask everyone to plot their points on a flip chart for all to see.)
- 4.) Ask the group to analyze the final data on the Plot Worksheet.
- 5.) Bring the full group back together and debrief the activity to reinforce the concept of "jaggedness".

Virtual Adaptation: develop a slide or two of the plot worksheet and use the annotate feature for each item.

Author: Gemma Miner, 4-H Volunteer Specialist, University of California

My Traits Are Not Your Traits

- 1.) In groups of 5-8 people, all participants hold up five fingers.
- 2.) The person born closest to January 1st goes first and shares one true statement about one of their traits that is true in one setting, but not another. Frame the statement as an "If...then" statement. For example, "If I am in a crowded room, then I am very quiet."
- 3.) Anyone that the statement is also true for gets to keep their fingers up, while anyone that the statement is not true for, puts one finger down.
- 4.) Play until everyone that wants to, has had one chance to share a true statement.
- 5.) Bring the full group back together and debrief the activity to reinforce the concept of "content matters".

Author: Gemma Miner, 4-H Volunteer Specialist, University of California

PYD: Human Development
Individual Skills
Plot Worksheet

Not at All

Very Much

How logical are you?

How socially engaged are you?

How physically coordinated are you?

How much does a “reality bigger than self” guide you?

How resilient are you?

How emotionally flexible are you?

PYD: Human Development

How Jagged is Your Group?

Plot each member of the group on this worksheet

Not at All

Very Much

How logical?

How socially engaged?

How physically coordinated?

How guided by a “reality bigger than self”?

How resilient?

How emotionally flexible?



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The Road Less Traveled

- 1.) In groups of 3-4 people, for 10 minutes, create a list of the challenges you have as 4-H educators when developing lesson plans for a group of youth.
- 2.) For 20 minutes, create a list of strategies to overcome those challenges. Consider multiple pathways of learning to overcome those challenges.
- 3.) Bring the full group back together and debrief the activity to reinforce the concept of “pathways”.

Author: Gemma Miner, 4-H Volunteer Specialist, University of California

Positive Youth Development: YOUTH EMPOWERMENT Activities

Balloon Community

- 1.) Have all participants blow up their balloons, $\frac{3}{4}$ full. Everyone should write their name and the role/trait they most align with from the following list: energizing and social, thoughtful & engaged, attention to detail, helper/hard worker, leader/take charge, skeptic or critical.
- 2.) Collect all the balloons in a large garbage bag and spread them out over a large space.
- 3.) Give everyone 5 - 10 seconds to find their own balloon. (How much time you allow depends on how many balloons you have. You do not want participants to find their own balloons.)
- 4.) When time is up, have participants pick up a balloon closest to them and have them deliver it to the correct person. Take 10 -15 seconds to share with the person why the role/trait listed on the balloon is helpful when either serving on a committee or as a member of the community.
- 5.) Explain to the group that when we only focus on ourselves, it can take a lot longer to discover how we fit into the community. But when someone else acknowledges our strengths or a role we can play, then we feel valued and connected. Youth empowerment happens when the young person perceives that adults in the community value the youth.
- 6.) As a group, discuss how each of the 6 common roles found in a teamwork environment can benefit our community/committees - energizing and social, thoughtful & engaged, attention to detail, helper/hard worker, leader/take charge, skeptic or critical. Optional: What are the strengths or potential problems when youth take on these roles when working with adults?

Created by: Original activity by Lena Hosking. Activity inspired by Arnold, M. E., & Gifford, L. (Eds). (2014). *YA4-H! Youth Advocates for Health – Building Successful Youth-Adult Partnerships*. Oregon State University Public Health Extension: Corvallis OR.



Thriving Communities Brainstorm

- 1.) This activity gets participants thinking about what makes a community vibrant and healthy. On the center of the paper or a white board, write “Thriving Community” in large letters. Explain a community can be your family, school, neighborhood, town or city.
- 2.) Divide participants into groups of 4 to 5. Begin by asking people to think about what factors contribute to a thriving community. Tell them that to thrive means to grow or develop vigorously, to flourish. What kinds of things do communities need to flourish?
- 3.) Ask participants to brainstorm together in their small groups and write down as many ideas as they can in five minutes. They should write each idea on an individual sticky note.
- 4.) While they are working, the facilitator should write the following subsections around the words “Thriving Community” on the wall: Environment, Social Networks/Culture, Jobs/Educational Opportunities, Food, Healthcare, and Other.
- 5.) After 5 minutes, ask them to stop. Now, they should look at the ideas they generated and divide them into the six categories they see on the wall. Have one or two people from each group come forward and place their sticky notes in these six categories.
- 6.) After each group has posted its sticky notes, survey and discuss the range of ideas that people posted on the wall. Do you see any themes? What do you think would help address the issues in your community? Where can youth help and serve in their community? What role can they have? Youth empowerment begins when a youth is given a useful role in their community and commits their time to help on a consistent basis.

Created by: Lena Hosking Adapted from Arnold, M.E., & Gifford, L.N. (Eds). (2014). *YA-4-H! Youth Advocates for Health- Youth Participatory Action Research*. Oregon State University Public Health Extension: Corvallis, OR.



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Research Knowledge Competency

Subtle Discrimination

- 1.) Ahead of time write one of the following phrases on each of ten adhesive labels. The labels should be legible from several feet away.
 - a. Positive Phrases: “smile at me”, “shake my hand”, “pat me on the shoulder”, “ wave hello to me”, give me a thumbs up”
 - b. Negative Phrases: “look away from me”, “turn your back on me”, “give me a thumbs down”, “shake your head at me in disgust”, “give me an ugly look”
- 2.) Ask for 7 to 10 volunteers. Have the volunteers come to the front of the room and stand in a line facing the observers. If you have a small group, then everyone gets a label. Explain that you will put a label on each volunteer’s forehead (or shirt) as quickly as possible so they will not know what their label says. Emphasize that it is important that everyone remain still and silent until all the volunteers have been given a label. They must not talk during this portion of the activity.
- 3.) Ask volunteers to proceed to a nearby common area where they can mingle with each other comfortably. Instruct all volunteers to follow the instructions on the label of each person they encounter. Let them mingle for three or four minutes.
- 4.) When time has elapsed, ask the volunteers to return to their seats and to remove their labels. Ask them if they guessed what their labels said.
- 5.) Be sure to affirm all responses during the discussion. Discussion questions:
 - a. Among the volunteers, what label did you have? What was your experience wearing it?
 - b. How did the treatment make you feel? How did you respond to those feelings?
 - c. How did you treat other people in the group? How did that make you feel?
 - d. Among the observers, what did you notice happening? How does this activity relate to societal discrimination?
- 6.) There are many ways youth do not feel safe in their community. Discrimination is one such example, and can come from other youth and/or adults. People with negative labels usually stop mingling and distance themselves from the larger society. Our behavior as adults often causes youth or adults to feel left out or snubbed. It is important to remember how that feels and to include both youth and adults when working together.
- 7.) Optional discussion: Are there other circumstances where youth feel unsafe? What can we do to prevent that from happening?

Adapted by: Lena Hosking from Arnold, M.E., & Gifford, L.N. (Eds). (2014). *YA-4-H! Youth Advocates for Health- Building Successful Youth-Adult Partnerships*. Oregon State University Public Health Extension: Corvallis, OR.



Positive Youth Development: PRACTICING YOUTH ADULT PARTNERSHIPS

Activities

Mapping Youth-Adult Partnerships (YAP)

- 1.) In groups of 3-4 people, ask participants to think about all the groups, committees, teams, people, and organizations that make decisions for 4-H in your community or county. Include the groups that you are a part of as well as those you are not a part of. Make a list of those groups.
- 2.) Now ask participants to think about where youth are involved in the decision making of the various groups. Circle the groups that use youth-adult partnerships. Also, think about the level of the youth-adult partnership—is it token, or do the youth have a full voice and vote?
- 3.) Now, think about the groups that could have youth-adult teams or that could increase the level of their youth-adult partnership. Put a star next to those groups to indicate where new opportunities exist.

Source: Innovation Center for Community and Youth Development, et al. (2003). Youth-Adult Partnerships: A Training Manual. Takoma Park, MD. pg. 90.

Stepping It Up

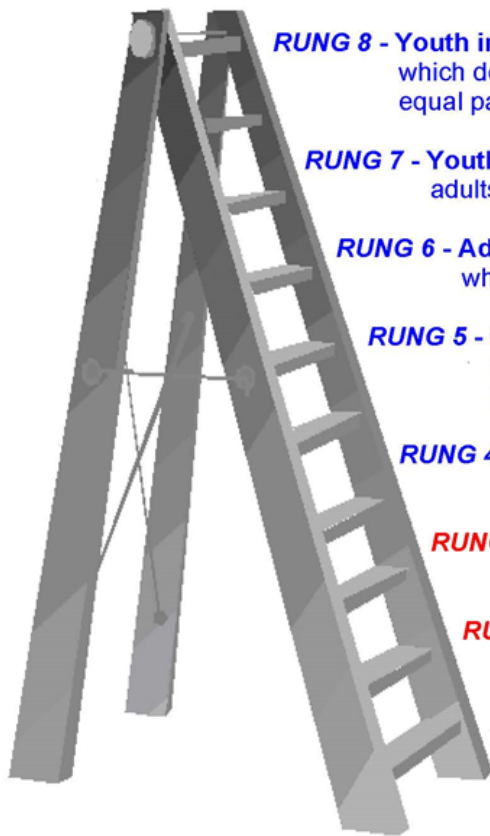
Divide the group into small groups of two to three people. Distribute Hart's Ladder Handout to each person.

- 1.) Assign each group one or two rungs of the ladder. Ask the groups to come up with a scenario that they have seen practiced, that demonstrates their assigned rung.
- 2.) Return to the whole group and starting with the group assigned to Rung 1, share their scenarios.
- 3.) Discuss each scenario as it is presented.
- 4.) Reflect and discuss ideas on how to move their own youth participation and engagement practices to the next level.

Author: Gemma Miner, 4-H Volunteer Specialist, University of California



ROGER HART'S LADDER OF PARTICIPATION



RUNG 8 - Youth initiated shared decisions with adults: Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

RUNG 7 - Youth initiated and directed: Youth-led activities with little input from adults.

RUNG 6 - Adult initiated shared decisions with youth: Adult-led activities, in which decision making is shared with youth.

RUNG 5 - Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

RUNG 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

RUNG 3 - Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

RUNG 2 - Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

RUNG 1 - Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre, as cited in www.freechild.org/ladder.htm



Positive Youth Development: MOTIVATION AND SPARKS

Activities

Inside or Outside

- 1.) Pair participants and ask them to come up with one scenario that they see in 4-H that is an example of extrinsic motivation and one scenario that shows intrinsic motivation.
- 2.) Return to the whole group to share scenarios.
- 3.) The whole group reflects and discusses.

Author: Gemma Miner, 4-H Volunteer Specialist, University of California

Identifying Sparks

- 1.) Divide the group into small groups of 3-4 people.
- 2.) Ask each group to come up with a list of potential sparks that can be developed by youth in 4-H.
- 3.) Return to the whole group and share small group ideas. How do they know when something is a spark? What key components need to be present for it to be something that can truly be called a spark?
- 4.) Discuss what barriers or opportunity gaps may exist for young people that prevents them from practicing or nurturing their sparks.

Author: Gemma Miner, 4-H Volunteer Specialist, University of California

Sparks Champions

- 1.) Divide the group into small groups of 3-4 people.
- 2.) Ask each group to come up with 3 strategies or skills they can develop as adult volunteers to help youth identify and nurture their sparks.
- 3.) Return to the whole group and share small group ideas. Examples include: enhancing networks, goal setting, creating learning opportunities, different ways to explore new things.
- 4.) Discuss what they can do as a spark champion to help reduce barriers or opportunity gaps for young people to practice their sparks.

Author: Gemma Miner, 4-H Volunteer Specialist, University of California



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What Motivates You?

- 1.) Designate three areas in the room and label them with signs A, F and P. Have the group stand and tell them to move to the sign that best describes them as you read the statement.: A, F, P. Warm up with some basic, non-threatening questions such as: If you could pick today's meal, would it be A - hamburgers, F - fish or P - pizza?
- 2.) Ask the group these questions: Do you...
 - a. (A) Like to work alone; (F) Like to work with many people? (P) Try to shape people's opinions?
 - b. (A) bore quickly; (F) take criticism hard; (P) act in charge?
 - c. (A) appreciate pins or certificates; (F) like to have a party to recognize achievement? (P) Like public recognition?
 - d. (A) like to be challenged in your activities? (F) Like to be part of a team, pair or group? (P) Like to be included in decision-making and planning?
- 3.) Did you find yourself going to the same place in the room or were you all over? Share what the letters mean. They are 3 different intrinsic motivators. Were you surprised by the results?
 - a. (A) Achievement motivation - a drive to accomplish goals and new challenges
 - b. (F) Affiliation motivation - value placed on relationships and working with others
 - c. (P) Power motivation - value placed on influencing people and events for change.
- 4.) There are many different factors that influence motivation and this activity explored three of them. Why is it important for a leader to know what motivates others? Or motivates themselves?

Source: Adult Leadership Self-Assessment found in *Step Up to Leadership Mentor Guide for Grades 6-12*, National 4-H Curriculum BU-07904, National 4-H Council, version 2008.



Positive Youth Development: APPRECIATING DIVERSITY

Activities

**Activities that prompt us to examine deep-seated beliefs, cultural norms, implicit bias, racism, and justice can be uncomfortable. Before beginning any of these activities, invite people to have open hearts and minds, be authentic and brave, and to be thoughtful in words and actions. This work addresses human issues that everyone faces. Anything that we confront during these activities may be even more difficult to confront in practice. However, if we easily solved these, they wouldn't be issues for long.*

Even Though I Am...

- 1.) Ask participants to work individually for five minutes to make a list of as many items as they can, specific to them, completing this sentence:
“Even though I am _____, I am not _____.”
- 2.) Pair and share lists with one other person for five minutes.
- 3.) Join two pairs into a quad to reflect together. Distribute the “Even Though I Am” Reflection Handout and ask the group to discuss each question.
- 4.) Bring the full group back together and discuss:
 - What role does privilege play in this discussion?
 - What role do pride and shame play?

Adapted by: Gemma Miner, 4-H Volunteer Specialist, University of California from an activity presented by Nia Fields at the 4-H PYD Academy 2021.



“Even Though I Am” Reflection Handout

Groups of four (two pairs combine from step #2)

What did you notice about your lists?

If something made you uncomfortable to share, talk about why that may be.

Share something that surprised you.

Share something you learned about yourself, or that you haven't thought of before.



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Exploring Culture

- 1.) Distribute Iceberg Handout to each participant.
- 2.) Ask participants to think about a culture that they know a lot about.
- 3.) Around the part of the iceberg that is seen above the waterline, write characteristics that are seen about that culture.
- 4.) Around the part of the iceberg that is not seen—below the waterline, write characteristics that are not seen about that culture.
- 5.) In a large group, reflect and debrief the activity to reinforce the idea of culture. Make meaning about why understanding culture helps volunteers in their work with youth.

Adapted by: Gemma Miner, 4-H Volunteer Specialist, University of California from Culture Is Like an Iceberg. (n.d.). Retrieved from <https://www.peacecorps.gov/educators/resources/culture-iceberg/>.



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Research Knowledge Competency

Gender-Free Nouns

- 1.) As an entire group, describe what gender means. Describe what sexuality means.
- 2.) Distribute one Gender-Free Nouns Handout to small groups of 3-4 people, which they complete together. Convert the suffixes of the nouns into gender-free, inclusive terms by changing the root word or by substitution. It is okay to invent new words, with something non-gendered.
- 3.) Ask small groups to share a few of their ideas. As a large group, reflect and debrief the activity to encourage participants to consider using non-gendered language, both written and spoken, in order to create more inclusive environments.

Source: *Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege* - MSW@USC. USC. (2021, March 22). <https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/>.



Gender-Free Nouns Handout

Convert the suffixes of the nouns into gender-free, inclusive terms by changing the root word or by substitution. It is okay to invent new words, with something non-gendered.

Noun + male suffix	Verb + “er” suffix	Noun + male suffix	Verb + “er” suffix
Ex: Airmen	Fliers, pilots	Ex: Statesman	Orator, speaker
Sportsman		Craftsman	
Stableboy		Mailman	
Policemen		Layman	
Lineman		Foreman	
Workmen		Salesman	
Lumbermen		Crewmen	
Spokesman		Chairman	
Repairman		Busboy	

Iceberg Handout needs to be included as well



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Barriers and Opportunity Gaps

- 1.) Create small groups of 3-4 people.
- 2.) Ask each group to consider both current members and the community in general:
 - a. identify barriers that prevent young people from participating in 4-H
 - b. create solutions to these barriers
 - c. identify opportunity gaps that 4-H creates that limit youth participation
 - d. create solutions to these opportunity gaps
- 3.) Bring the whole group back together to share ideas with a focus on how volunteers can create solutions to barriers and opportunity gaps for youth.

Author: Gemma Miner, 4-H Volunteer Specialist, University of California



Positive Youth Development: LEADERSHIP SKILLS Activities

Apple Analogy

Handout page 26-27.

- 1.) Ask participants to work individually for five minutes on the Apple Analogy Handout and complete as many items as they can.
- 2.) Pair and share lists with one other person for five minutes. Concentrate on developing a list of skills necessary for each of the roles.
- 3.) Join two pairs into a quad to reflect together.
- 4.) Bring the full group back together and discuss:
 - a. For leadership, which competency/leadership roles do we offer in our county or state? How can we add/create more variety? Variety in teen leadership roles is important. A youth that likes planning may not like speaking.
 - b. What roles need improvement/or could be strengthened in your specific learning environment? For example, club president, project helper, county ambassador or camp counselor?
 - c. What can you do to encourage kids to participate in leadership roles?

Adapted by: Lena Hosking from Miner, G. (2018). *County Ambassador Administration Manual*. Davis, CA: University of California Division of Agriculture and Natural Resources, 4-H Youth Development Program.



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Adult Leadership Self-Assessment Handout page 28-29.

- 1.) Distribute a self assessment and sticky notes to each participant. On a white board write down either the eight 4-H Youth Program Quality Principles or the six general training areas listed in the Leadership Fact Sheet.
- 2.) Explain a self-assessment is a process of discovery, an opportunity to reflect, set goals and take action. Take 3 minutes to honestly complete the self-assessment.
- 3.) Share with the group that the same leadership skill can be easy for some and difficult for others. How many skills are you at level 4 or 5? How many skills are you at level 1 or 2? Does a good leader need to have all 4's and 5's?
- 4.) Ask each participant to share the skills they ranked themselves at a level 4 or 5 (competent) on a sticky note. One skill per sticky note. Suggest they write at least 3 skills and list their name. They should place their sticky note under the corresponding youth program quality feature/training topic the action represents. Have participants note where they rate themselves at a 1 or 2 (beginner level). Repeat the process with the sticky notes.
- 5.) In a large group, reflect and debrief the activity to reinforce that successful leaders draw on others strengths and expertise while offering their own. Leaders embrace their strengths and use them often. Which skills are absolutely necessary for be a strong leader? Everyone has room for improvement, even with skills they are good at. Additional reflection points:
 - a. Share an example of how you demonstrate a particular skill on the assessment.
 - b. Based on the placement of the sticky notes, what training does the group need to become stronger role models?
 - c. Are there people in the room who excel at a skill others would like to improve? How can we work together to help one another grow?
- 6.) Suggest participants write down one thing they can improve upon in 3 months (a short term goal) and 1 year (a long term goal), and share them with the educator.

Adapted by Lena Hosking from the Adult Leadership Self-Assessment found in *Step Up to Leadership Mentor Guide for Grades 6-12*, National 4-H Curriculum BU-07904, National 4-H Council, version 2008.






Glued to a Stick




- 1.) Divide participants into two equal groups. Set up the teamwork activity as follows:
 - a. Each group should form two lines, shoulder to shoulder, facing each other. Hold an 8-foot dowel between the two lines at shoulder height. Each participant then holds out an index finger. They must balance the dowel on their fingers.
 - b. Once they have balanced the stick, observe to make sure that each person's finger is in contact with the stick. Then explain that their task is to lower the stick to the ground keeping all fingers "glued" to the stick - without anyone's finger losing contact.
 - c. If contact is lost, the group stands back up and tries again from shoulder height. The facilitator, positioned at the end of the line, watches the group for adherence to the contact rule. This activity is more difficult than it sounds!
 - d. Spend 5 - 10 minutes on the activity.
- 2.) This activity can be used for leadership training with teens. Have the group discuss key features for teen leadership programs and if this activity fits some of those elements. Possible discussion topics include:
 - a. Is this activity safe, motivating, fun, and give youth the opportunity to build relationships? How well did your group work together?
 - b. Did this activity have a developmentally appropriate level of challenge? What made this activity hard to do? What did you do to overcome this challenge?
 - c. How many times were needed until the group was successful? Success doesn't necessarily mean getting the stick to the ground. Is it possible for the group to feel successful even when the end result is less than perfect? There are many key features for a successful leadership program, and one item could be respect.
 - d. Did this activity allow for different ideas, strategies, or ways of thinking? Did you overshadow other participants' ideas with your own? How did it feel when your strategy wasn't implemented or listened to? Adults need to provide support, and be willing to listen, encourage and assist.
 - e. What role did you play on the team? Did you have good ideas, but were afraid to share? Every person plays an important role in how well the group functions. All voices should be heard, and an adult mentor should play the supportive role.

Adapted by: Lena Hosking from Arnold, M.E. & Gifford, L. N. (Eds). (2014). Youth Advocates for Health, National Curriculum, and Step Up to Leadership Mentor Guide for Grades 6-12, National Curriculum, The Team Work Tightrope.

The Apple Analogy

Helping youth find their niche, or spark is an important job for the volunteer. Use the Leadership Fact Sheet and the Illinois 4-H Teen Leadership Roles Framework to complete this worksheet. Brainstorm new roles that match the leadership ability. What leadership role(s) and skill training could you strengthen in your community?

Advisor	Definition:
	Traits/Skill Set: Club Roles: County Roles: State & National Roles:
Advocate	Definition:
	Traits/Skill Set: Club Roles: County Roles: State & National Roles:
Mentor	Definition:
	Traits/Skill Set: Club Roles: County Roles: State & National Roles:
Which of the following 6 roles do YOU have the skills to support?	

<p style="text-align: center;">Planner</p>	<p>Definition:</p>
	<p>Traits/Skill Set:</p> <p>Club Roles:</p> <p>County Roles:</p> <p>State & National Roles:</p>
<p style="text-align: center;">Promoter</p>	<p>Definition:</p>
	<p>Traits/Skill Set:</p> <p>Club Roles:</p> <p>County Roles:</p> <p>State & National Roles:</p>
<p style="text-align: center;">Teacher</p>	<p>Definition:</p>
	<p>Traits/Skill Set:</p> <p>Club Roles:</p> <p>County Roles:</p> <p>State & National Roles:</p>

Key Points:

- Variety is good. One type of apple/ability would be boring. A youth that likes planning may not like speaking. Offering a variety of teen leadership roles is important.
- 4-Hers do not need to experience all the roles to be a competent leader. Let them gravitate to the few that fit them best.
- There is no best or most important leadership role. All are equally valued in 4-H.

Developed by Lena Hosking, Oregon State University. Activity adapted from the California Ambassador Administration Manual, 2018 (Gemma Miner, gmminer@ucanr.edu, at the CA State 4-H Office) and the Illinois Teen Leadership Framework found at <https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/programs/documents/leadership/teen-leadership-roles.pdf>

Adult Leadership Assessment Worksheet

Take some time to honestly evaluate yourself and use this tool for your own leadership development. Rate yourself from 1-5, "1" being a beginner in this area.

- In the first column, put where you see yourself now.
- In the second column, put where you would like to be.

Where I am now	Where I would like to be	
1 2 3 4 5	1 2 3 4 5	I step in when a person puts down or devalues another or her/himself
1 2 3 4 5	1 2 3 4 5	I seek to learn from people
1 2 3 4 5	1 2 3 4 5	I say something when young people's rights and due respect are being denied or violated
1 2 3 4 5	1 2 3 4 5	I expect youth to make their own decisions
1 2 3 4 5	1 2 3 4 5	I celebrate people's successes
1 2 3 4 5	1 2 3 4 5	I advocate for improvement of youth/adult partnerships in teams, organizations and communities
1 2 3 4 5	1 2 3 4 5	I adapt well to change
1 2 3 4 5	1 2 3 4 5	I am not threatened by those who do a job better than I
1 2 3 4 5	1 2 3 4 5	I encourage others to offer new ideas
1 2 3 4 5	1 2 3 4 5	I am tolerant of ideas that are different than me
1 2 3 4 5	1 2 3 4 5	I often respect those who are different from me
1 2 3 4 5	1 2 3 4 5	I will speak out even when my views are different
1 2 3 4 5	1 2 3 4 5	I manage and organize my time effectively
1 2 3 4 5	1 2 3 4 5	I am willing to let go of control (of people and projects) and delegate to others
1 2 3 4 5	1 2 3 4 5	I give credit and recognition to those who do the work
1 2 3 4 5	1 2 3 4 5	I have a personal policy of leadership and strive to live it
1 2 3 4 5	1 2 3 4 5	I seek to problem solve rather than to blame
1 2 3 4 5	1 2 3 4 5	I can focus on the problem rather than the person in resolving conflicts
1 2 3 4 5	1 2 3 4 5	I work to make everyone feel successful
1 2 3 4 5	1 2 3 4 5	I encourage others to listen and understand each other
1 2 3 4 5	1 2 3 4 5	I can take responsibility for my mistakes and failures
1 2 3 4 5	1 2 3 4 5	I am good at giving feedback to individuals in a positive way
1 2 3 4 5	1 2 3 4 5	I protect youth's physical and psychological safety
1 2 3 4 5	1 2 3 4 5	I provide appropriate structure with clear and consistent rules and expectations, along with age-appropriate monitoring
1 2 3 4 5	1 2 3 4 5	I am patient and caring with youth in stressful situations
1 2 3 4 5	1 2 3 4 5	I encourage belonging regardless of culture, gender, ethnicity, sexual orientation or ability
1 2 3 4 5	1 2 3 4 5	I provide ample opportunities for youth to learn from their mistakes
1 2 3 4 5	1 2 3 4 5	I have realistic expectations for members who need to juggle family, school and other commitments.

Assessment Adapted from: *Step Up to Leadership: Mentor Guide for Grades 6-12*, pp.16, National 4-H Curriculum BU-07904, version 2008, and the 4-H Thriving Youth Program Quality Principles Fact Sheet (2019) retrieved from <https://helping-youth-thrive.extension.org/tip-sheets/>