



# 4-H FUN PACK

110 Fun and Enlightening  
Games and Activities  
for 4-H Members

Created By  
Kelly Schram and Sherry Dechant



Agriculture and  
Agri-Food Canada

Agriculture et  
Agroalimentaire Canada



## **The 4-H Motto**

*“Learn to Do by Doing”*

## **The 4-H Pledge**

I pledge

My **head** to clearer thinking,

My **heart** to greater loyalty,

My **hands** to larger service,

My **health** to better living,

For my club, my community,  
my country, and my world.

### *Published by*

National 4-H Council

Central Experimental Farm, 930 Carling Ave, Building #26, Ottawa Ontario, K1A 0C6

Under the direction of the National Resource Network

Check out our website at: [www.4-h.canada.ca](http://www.4-h.canada.ca)

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Edmonton, AB

*Print date: February 2004*





## **INTRODUCTION**

When we were first commissioned to compile a resource of games and activities for 4-H leaders we were excited by the number of resources available on this topic. Being busy parents and active volunteers in a number of organizations we knew how challenging it was to find activities that were both interesting and educational for a variety of participants. As the project progressed, we became increasingly excited about what this resource could provide to leaders. Our friends and neighbors began to be recipients of games that we thought might fit their needs as coaches, leaders and volunteers. While these games are largely designed or adapted from other sources, this FUN PACK is a convenient, useful package that brings these games and activities together in one resource.

The FUN PACK is designed to be used by leaders, staff and senior members or anyone that is working in a leadership role, at the club level or within their communities. It consists of 110 games and activities, categorized according to the skills they teach. 4-H leaders can use these activities when planning meetings, camps, theme days, project days etc. Each game or activity is chosen to be fun and teach skills valuable to 4-H members. Our resource starts with activities designed to help plan a successful program. It goes through helping the group work more effectively, develops leadership skills, problem solving and taking initiative.

When choosing games or activities we suggest you consider a number of factors. First identify what you are trying to teach or do with your group when choosing an activity. Consider next, the nature of your group: the number of individuals, the age and skill set of those individuals, and how the group is functioning as a whole. Next, make sure you have the materials and space needed to successfully complete the selected game. Identify a few games to try. Don't be afraid to choose a couple of games to teach the same skill, and to use a game more than once if it is appropriate. Mark your favorites and pass them on.

The games and activities can be used as energizers or in a definite manner to teach specific skills. Each game or activity focuses on one main skill. This is listed at the top of each activity immediately following the game title. Below this, you will notice that all the games utilize one or more other skills. Try and use a variety of activities so that people with all learning styles benefit. Remember all people do not learn in the same way.

The rules for the games are not set in stone, therefore, use the imaginations of your members, parents and leaders to adapt the games to work for your group. 4-H encourages family participation; therefore you may notice that many games suggest participation by everyone.

Feel free to pass this FUN PACK on to other leaders, members, or families in an attempt to have different people come up with games for your meetings, project days or special events. In any instance, having others find and facilitate games will provide you with a variety of different types of activities. Inevitably, this will lighten your workload, and also give others the opportunity to select games that will develop, and use their own personal skills and the skills of others in your group.

We hope you have as much fun using this resource as we had putting it together!

Kelly Schram and Sherry Dechant



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# **UNIT ONE**

## Program Planning



**"You don't just stumble  
into the future you  
create it for yourself."**

**Author Unknown**





## PROGRAM PLANNING

A program plan is the outline of events and activities that your members, leaders, and parents follow to reach the goals of the club. A successful program plan provides detail and shows how each activity supports your organization's mission.



Good programs don't just happen. A program plan is more than a random list of activities. Developing a plan requires time, thought and commitment from your members. The effort put into developing a plan is worth it. It will give clear direction when making decisions about activities. It focuses the club's resources on activities that achieve the mission. It's also a way to increase member contribution and involvement.

Follow these steps to develop a program plan that will interest and involve your members and project the image you want for your club.

### Identify Your Club's Purpose

Use the club's mission statement in developing program plans. A mission statement outlines the reason you exist as a club. A good mission statement briefly describes what the club plans to do, for whom and how. Frequent discussion on the club's purpose helps keep the club on track and ensures that members are aware of why the club exists. Critically review your mission statement every few years and update if necessary.

Clear goals and objectives of the club are essential when developing a successful program plan. Ensure that your programs support the club's goals. If the programs do not relate to the goals, you need to review both the goals and the programs. One or the other needs to be changed to achieve a good fit.

### Analyze the Situation

Take a look at your existing programs. Do you need to do a member or community survey? Have there been changes since you developed your original program plan? Are there gaps in your programs that need to be filled with new approaches or activities? A thorough assessment is a good place to start.

### Identify Alternatives

Look at a variety of solutions, ideas and activities to achieve the club's goals. Let your creative juices flow. Use brainstorming techniques, discussion groups, surveys and suggestion boxes to collect/generate ideas. Involve as many of the members as you can to explore alternatives. The best program plans are developed when many members express their needs and interests. Member involvement is key to the success of the program plan. Members also take more responsibility if they have been involved from the beginning.

### Review Your Resources

List all the resources the club has - money, time, physical and human resources. Compare the cost of the alternatives with the resources of the club. You want to achieve the maximum impact with these resources. Don't discard an excellent idea just because you might lack some resources. Perhaps some modification of the activity will enable you to implement the plan. Review the resource itself. For example, is there any way to get more money,



volunteers or the space required? Consider how you can share resources with other clubs. Creativity does wonders to stretch limited resources.

### **Make Decisions**

Once all the ideas have been compiled and the alternatives and necessary resources have been thought through, it's time for decisions.

Focus the planning in a few areas. The temptation to try everything can lead to frustration and dissatisfaction. If there are too many ideas and activities, go back to the overall purpose of your club. This helps you decide which plans need to be done now, done later, and which plans should be eliminated.

### **Fill in the Details**

The details and action to carry out the ideas need to be outlined. On a flow chart or spreadsheet, outline the specific tasks to be done, who's responsible, the timelines and the date each task is to be completed. This written record becomes an easy and valuable reference. It also helps build the accountability needed to get things done. It keeps group members well informed and can form the basis of regular progress reports from the members or committees.

### **Evaluate**

A part of any successful program plan is the criteria used to evaluate success. Think about how you will know when the organization has reached its goals or at least made progress toward achieving its goals. The evaluation criteria should be identified early in the program planning process.

Set specific times to measure success. Evaluation shouldn't be left to be done at the completion of an event, activity or program. Reviewing the program plan regularly ensures things are on track. Some built in flexibility is needed to revise the plan as changing circumstances dictate.

Celebrate the successful parts of the program. Learn from the ineffective activities. By evaluating the program and the planning process each year, you can improve your planning skills and increase the odds of achieving your goals.

### **Summary**

Take the time to develop a clear and meaningful program plan for your organization. Your image, performance and long-term success depends on it.

Adapted from Program Planning for Organizations, 1989, written by Ruth Friendship-Keller, with the permission of the Ontario Ministry of Agriculture and Food.

### **Notes**

Use the activities on the following pages to assist your club with Program Planning. Although most of them follow a sequence, your club can pick and choose the ones that would be the most beneficial for your club. It is a good idea, at some point, to assign or have volunteers form a Program Planning Committee.



## **SURVEY TO ASSIST GOAL SETTING**

### **MAIN SKILL:**

- Program Planning

### **Other Skills:**

- Communication

### **Purpose:**

- To allow members to clarify their ideas about what they would like to see happen during the year.

### **Benefits:**

- Having members answer written, open-ended survey questions is a way to generate ideas on goal setting.

### **Materials:**

- copy of the survey for each member
- pens and/or pencils for each member

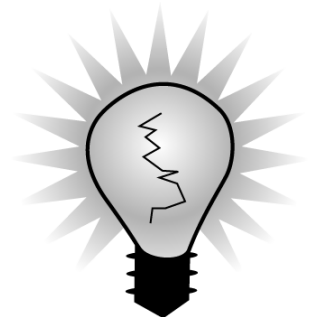
### **Instructions:**

- 1) Each individual is handed a copy of the Goal Setting Survey.
- 2) Members answer the questions.
- 3) The sheets are collected and the answers assessed and compiled by the Program Plan

### **Committee:**

- 4) The committee can come up with a Mission Statement and goals using the information gathered on the survey.
- 5) Another option to come up with a Mission Statement and goals would be to brainstorm with all the members of the club.

*Remember not to set too many goals. You need to concentrate on just enough goals so that it's a challenge to reach them.*





## **GOAL SETTING SURVEY**

**I want to learn more about ...**

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**Just for fun we could ...**

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**We could help our community by ...**

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**We can make money by ...**

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**I would be willing to help with ...**

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## WORKING WITHIN THE 4 - H CLOVERLEAF

### MAIN SKILL:

- Program Planning

### Other Skills:

- Communication
- Creating a positive environment

### Purpose:

- To gather information that is useful in Program Planning.

### Benefits:

- Opportunity to discuss issues pertaining to group dynamics.
- You can problem solve issues that damage group dynamics.

### Materials:

- white poster paper and markers or
- a photocopy of the cloverleaf and pens and/or pencils

### Instructions:

- 1) Make a large outline of the 4-H Cloverleaf on poster paper or use a photocopy of the 4-H cloverleaf found in the CREATING A POSITIVE ENVIRONMENT section of the FUN PACK. (Pg. 37)
- 2) Brainstorm with the members all the things we need to do to work well together. Write these things inside the outline.
- 3) Discuss all the things that keep us from working as a group. Write all these on the outside.
- 4) Talk about the responses given. You can post the cloverleaf at your meeting site, and have members add on as they feel necessary.

### Variations:

- Write goals of the organization on the top of the page.
- Brainstorm activities that will meet the goals of the club inside the outline.
- Write activities that don't meet the goals the club outside the outline.

*Margaret Fraser*



## **SURVEY TO ASSIST PROGRAM PLANNING**

### **MAIN SKILL:**

- Program Planning

### **Other Skills:**

- Communication

### **Purpose:**

- To allow members to clarify their ideas about what they would like to see happen during the year.

### **Benefits:**

- Having members answer written, open-ended survey questions is a way to generate ideas on program planning.

### **Materials:**

- copy of the survey for each member
- pens and/or pencils for each member

### **Instructions:**

- 1) Each individual is handed a copy of the Survey To Assist In Program Planning on the next page.
- 2) Members answer the questions.
- 3) The sheets are collected and the answers assessed and compiled by the Program Plan Committee.

*Note: This survey can be completed instead of, or as a compliment to, the Brainstorming Ideas For The Program Plan activity in this section.*





# **SURVEY TO ASSIST PROGRAM PLANNING**

**Name:**

For the 4-H year to be a success we need input from members and parents so that decisions we make reflect what our membership wants.

Please take a few minutes to answer the questions below, this will assist in developing goals and a program plan for the year.

1. How many days per month are you willing to commit to 4-H.?

One \_\_\_\_ Two \_\_\_\_ Three or more \_\_\_\_

2. When would you like meetings to be:

Weekdays afterschool \_\_\_\_ Weekday evenings \_\_\_\_ Friday evenings \_\_\_\_  
Saturday \_\_\_\_ Sunday \_\_\_\_ Other \_\_\_\_\_

Please specify all that work for you.

3. What projects are you hoping to complete this year?

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4. Is there something we did last year that you would like to do again?

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5. Do you have any ideas for:

a) Recreation?

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b) Trips?

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c) Education/Business?

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d) Charity/Community Service?

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e) Fund-raising?

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f) Something that combines two or more of the above?

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7. Are you interested in being a:

Member \_\_\_\_\_ General Leader \_\_\_\_\_ Assistant Leader \_\_\_\_\_ Project Leader \_\_\_\_\_

8. Would you like the club to have parent meetings? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how many should we have:

One \_\_\_\_\_ Two \_\_\_\_\_ Three or more \_\_\_\_\_ (specify)

9. We would like 4-H to be a more complete family experience. Parents along with siblings (if you would like to bring them), are welcome and encouraged to attend any or all activities. If you are present, there are many ways you can help out the leaders and members. We also welcome new ideas and suggestions for improvement.

If you are present at an activity, would you be willing to help out where needed?

Yes \_\_\_\_\_ No \_\_\_\_\_



## **BRAINSTORMING IDEAS FOR THE PROGRAM PLAN**

### **MAIN SKILL:**

- Program Planning

### **Other Skills:**

- Communication

### **Purpose:**

- Provides the opportunity for group members to participate in program planning. Brainstorming allows for the unrestrained offering of ideas or suggestions by all members of the group.

### **Benefits:**

- Allows all group members to participate no matter how articulate.
- Brainstorming is a good technique for generating new ideas.
- Allows a broad range of ideas to be identified.
- Allows creative ideas to be identified.
- Ideas and activities suggested can be evaluated.

### **Materials:**

- flipchart or white board and markers

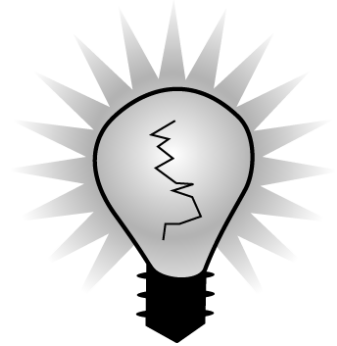
### **Instructions:**

- 1) Write the topics listed in instruction #2 on the tops of a series of flip chart paper or on a white board.
- 2) Topics for brainstorming should include educational activities (project-related), business activities (meetings), recreational events, community service activities, communication activities and fund-raising events plus any other projects or activities that are specific to your club.
- 3) Remember to include community events that are happening in which the group may want to participate
- 4) All ideas suggested should be recorded. Write them on the flip chart or white board for all to see.



- 5) No evaluation of ideas takes place until the brainstorming session is completed. It is important that members are discouraged from making comments on the ideas of others. This could inhibit the groups' creativity.
- 6) The Program Plan Committee will need to determine which club activities and events the club should include in the program plan. It is helpful to the committee if the general membership prioritizes the events and activities suggested.

*Note: This is a fairly long and involved activity. The second set of steps (on the next page) can be completed at a separate time, therefore breaking up the activity.*





## **FORMULATING THE PLAN**

### **MAIN SKILL:**

- Program Planning

### **Other Skills:**

- Team Building
- Meeting Management/Parliamentary Procedure
- Problem Solving

### **Purpose:**

- To help clubs set priorities for the year.

### **Benefits:**

- To help clubs set priorities
- Help individual members learn planning skills
- List of activities club members, parents, and leaders have identified. (Pg. 4)
- Copy of compiled survey information. (Pg.7)
- Copy of brainstorming information.(Pg.9)

### **Instructions:**

- 1) After the clubs' activity and event suggestions have been collected and prioritized the Program Plan Committee will want to meet (at a separate time) to put together the club's plan for the year. The Program Plan Committee needs to consider some important points when they are putting together the 'Plan'. Suggestions need to be looked at and the committee needs to decide such things as:
  - Are the suggestions appropriate for the situation of the club this year?
  - What was learned from last year's program that could help to avoid problems this year?
  - Activities and events chosen should work towards one or more of the established club goals. The club may want to emphasize some goals more than others.
  - You may want to plan several things to help accomplish these goals.
  - Do suggestions provide for involvement of the entire 4-H family?
  - Are they of interest to all ages?
  - Do the ideas allow the opportunity for everyone to get involved.
  - Is there a balance between education, fund-raising, community service, business, communication and recreation.
  - Are the suggestions realistic?
  - Do the suggestions conflict or compete with district, regional or provincial events.
  - What types of clinics or project workshops are needed?
  - Which ideas, activities and events, when put together into a plan, will allow for the opportunity of growth and achievement by the members.
- 2) Once the committee has made final decisions on what to include and what to omit from the program plan the committee needs to type up the plan – including dates and times (if possible).



- 3) The Program Plan could also include names of those responsible for each event/activity. This information can be gathered through the Committees, Committees, Committees Activity in the CONFLICT MANAGEMENT/DEALING WITH DIFFICULT PEOPLE section of the FUN PACK.
- 4) The final draft of the Program Plan will need to be presented to, and approved by the members of the club.





## **A QUICK LOOK AT OUR 4-H CLUB**

### **MAIN SKILL:**

- Program Planning

### **Other Skills:**

- Communication
- Creating A Positive Environment

### **Purpose:**

- This activity will help you take a quick look at your club program and assess it.

### **Benefits:**

- The points on the survey will stimulate discussion of specific things that caused either positive or negative feelings.
- The discussion will enable you to decide which things you want to change and which you want to do over again.

### **Materials:**

- copies of the survey for each member
- pens and/or pencils

### **Instructions:**

- 1) Give a copy of the survey to each member. The survey could be completed part way through the year to assess how things are going. It could also be done at the end of the year or at the beginning of a new year – in both of these latter cases the questions will be answered based on the year before.
- 2) Put a check in the box that best describes the situation in your club.
- 3) After everyone has had a chance to fill in the survey the Program Planning committee should collect them and discuss the responses. The general factors listed on the survey will stimulate discussion of specific things that caused either positive or negative feelings. From this discussion, you will be able to decide which things you want to change and which you want to do over again.
- 4) The opinions of those in the club will provide the committee with information needed when it comes time to develop the club's program plan for the coming year.



## **CLUB EVALUATION SURVEY**

### **Attendance at general meetings**

Needs much Improvement	Needs some Improvement	O.K.	Good	Excellent
------------------------	------------------------	------	------	-----------

### **Attendance at other club activities**

Needs much Improvement	Needs some Improvement	O.K.	Good	Excellent
------------------------	------------------------	------	------	-----------

### **Members know about club happenings**

Needs much Improvement	Needs some Improvement	O.K.	Good	Excellent
------------------------	------------------------	------	------	-----------

### **Parents aware of club happenings**

Needs much Improvement	Needs some Improvement	O.K.	Good	Excellent
------------------------	------------------------	------	------	-----------

### **Parents involved in club functions**

Needs much Improvement	Needs some Improvement	O.K.	Good	Excellent
------------------------	------------------------	------	------	-----------

### **Number of leaders involved**

Needs much Improvement	Needs some Improvement	O.K.	Good	Excellent
------------------------	------------------------	------	------	-----------

### **Members assuming club responsibilities**

Needs much Improvement	Needs some Improvement	O.K.	Good	Excellent
------------------------	------------------------	------	------	-----------

### **Variety of programs at general meetings**

Needs much Improvement	Needs some Improvement	O.K.	Good	Excellent
------------------------	------------------------	------	------	-----------

### **Club year-long program plan**

Needs much Improvement	Needs some Improvement	O.K.	Good	Excellent
------------------------	------------------------	------	------	-----------



# GETTING INVOLVED FORM

### MAIN SKILL:

- Program Planning

### Other Skills:

- Coaching
- Conflict Management/Dealing With Difficult People
- Initiative Tasks
- Team Building

### Purpose:

- To find out the interests and talents of parents and other adults involved in your 4-H club.

### Benefits:

- You can create a more complete and exciting program plan.
- Discover strengths and weaknesses of people.
- Find out what people like and dislike.
- Involve more people in activities and events.
- You know who to ask when you want a certain job done.
- You can involve people the way they want to be involved.
- Parents tend to be happier if their ideas can be considered and/or used.

### Materials:

- copies of Getting Involved Form
- pens and/or pencils

### Instructions:

- 1) Photocopy the form on the next page.
- 2) Provide one to each parent not each couple.
- 3) Have them fill it out and hand it back to you.
- 4) This can be done at a meeting while members are doing project work or it can be taken home and handed in at a later date.
- 5) Provide a copy to other leaders in your club so they also have the information. This may make planning for them a little easier also.
- 6) If you receive information that a parent would like to look after a certain activity or teach a certain skill try and make it happen.

*Important: This is an activity designed to encourage parents and other adults to be a more active part of the 4-H club.*





## **GETTING INVOLVED FORM**

We invite you to share your time, interests and talents with our 4-H club. To help us find out where our strengths are (psst . . . we all have some), we ask you to complete this inventory.

**NAME:**

	<b>I have done</b>	<b>I would like to</b>	<b>I would need help</b>	<b>I would rather not</b>
Teach members how to make or do something.				
Help members do community service or fundraising activities.				
Recruit new volunteers or sponsors.				
Work with members on a committee to plan an event (party, tour, and so on).				
Driving to field trips or events.				
Teach judging, communication or other skills. Please specify.				
Help provide light refreshments.				
Telephoning.				
Lend house, garage, backyard, barn, farmyard for occasional meeting.				

Please list any hobbies or interests that you would like to share with the club:

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Who would you recommend to share an interesting idea or hobby with the club?

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Would you help as:

\_\_\_\_ A weekly helper (about 2 hours a week)

\_\_\_\_ An occasional helper (1 hour a month)



# **UNIT TWO**

## Teaming Up



**"Together we can  
accomplish anything."**

**Author Unknown**



## **MATCHING UP**

### **MAIN SKILL:**

- Teaming Up

### **Other Skills:**

- Communication
- Creating a Positive Environment

### **Purpose:**

- To put members into groups or teams.

### **Benefits:**

- Encourages communication between members.
- Helps members get to know one another.

### **Materials:**

- paper
- pen or pencil

### **Instructions:**

#### *Pairing Partners*

To pair partners, call out one of the following directions that's appropriate to the age of your group:

- 1) Pair up with the first person you meet who's wearing on of the same colors as you are.
- 2) Place your hands either on your hips or on your shoulders. Now touch elbows with the first person you meet in the same position.
- 3) Wave either your right or left hand. Now pair up with the first person you meet waving the same hand.
- 4) Make the sound of either a cat or a dog. Now pair up with the first person you hear making the same sound.
- 5) Call out either "chocolate" or "vanilla." Now pair up with the first person you hear saying the same flavor.
- 6) Call out either "mountains" or "seashore." Now pair up with the first person you hear saying something different.

### **Dividing Into Teams**

*Players can quickly form teams counting off by:*

- 1) Arm positions. Example: For two teams, players count off by alternately raising both arms up high or holding them close to the sides. Arms up high are one team; arms close to the sides, another.
- 2) Colors. Example: For three teams, count off with red, white, and blue. Reds are one team; blues, another; and whites, a third. Select familiar groups of colors, such as school colors, state or province colors, or those in a country's flag.
- 3) Sounds. Example: For four teams, count off with Baa, Grr, Woof, and Moo.



- 4) 4-H Pledge Words. Example: For four teams, count off with Head, Heart, Health and Hands.
- 5) Exclamations. Example: For five teams, count off with Oh no!, Ahhh, Wow!, Hmmmm, and Huh?
- 6) Motions. Example: for six teams, count off by motions, such as clap hands, snap fingers, pat thighs, wiggle fingers, circle arms, raise and lower elbows.
- 7) Days of the week. Example: For seven teams, count off by Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.
- 8) Word groups. Choose a word with the same number of letters as the number of groups you need. For example, if you need four groups, you could use the word "team." (Remember, all the letters have to be different.) Count off by saying the letters. The T's are one group, the E's another, and so on.
- 9) Words to the wise. Count off with the words of familiar sayings. Such as "Look before you leap." Choose a saying with the same number of words as group members needed. (Remember, all the words in the saying have to be different.) Players with the words for each saying make up a group.

Other examples:

- Practice makes perfect. (three groups)
- Let sleeping dogs lie. (four groups)
- Actions speak louder than words. (five groups)
- A rolling stone gathers no moss. (six groups)

*Hint: For "Word Groups" and "Words to the Wise," write the count down letters or words in large print on separate pieces of paper. As the first group counts off, these players hold up their groups' signs so members can find each other quickly.*



- 10) Tossed Salad. Count off with favorite food combinations, such as the ingredients for a great salad. For example, "Lettuce," "Carrots," "Cucumbers," "Mushrooms," and "Green Onions." Those five then come together as a "Tossed Salad" group.
- 11) Shake It Up. Count off by the number of groups needed (i.e., for five groups, they count off by five). Then they walk around and, without speaking, shake hands with players they meet. "Ones" shake hands once, "twos" shake hands twice, and so on. As they meet others shaking the same number of times, they link arms until they've found their whole "handshaking group."
- 12) Alphabet Adventures. Count off with a letter of the alphabet. Then players each make up a silly sentence about something they might do, using several words starting with that alphabet letter.

For example, the "A" sentence might be, "I'm going to Arizona Alone to Admire Aunt Anna's Artwork." The "B" sentence, "I'm going By the Bank to Balance Bobby's Brother's Bucks." The "C" sentence, "I'm going to Cook Cookies in my Classy Car."

Let players tell their "adventures" in alphabet clusters, depending on the size group needed. For example, for groups of four, say "A, B, C, and D make a group; E, F, G, and H, another group; I, J, K, and L, another," and so on.

When they're finished sharing, these alphabet "buddies" are all together for their



next project.

*Players can form groups by writing on strips of paper:*

- 1) Humdingers. Write on separate strips of paper the same number of familiar childhood songs as the number of groups you need. Examples: "Twinkle, Twinkle Little Star," "Row, Row, Row Your Boat," and "Mary Had a Little Lamb." Give each player a strip of paper (or whisper one of these songs in a player's ear).

Players walk around the room humming their songs. As one "humdinger" hears another humming the same tune, they link arms. The search goes on until all the players have found their own little song group.

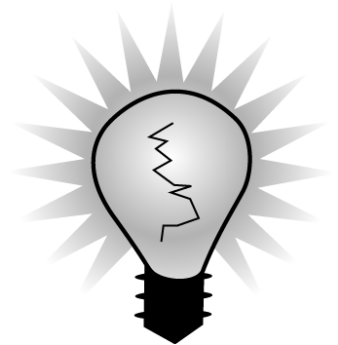
*Variation:* Players sing the words to their songs as Singerdingers.

- 2) Hellos Around the World. Write on separate strips of paper the phonetic pronunciation of a greeting from a language other than English. The number of different language greetings should match the number of groups you need.

- Spanish: "Bweh-nos dee-as!"
- Thai: "Sa-wat di!"
- German: "Goo-ten-tahk!"
- Chinese: "Knee how!"
- Italiana: "Bwonjor-no!"
- Australian: "G'day, mate!"
- French: "Bon-jour!"
- Japanese: "O-hah-yo Go-zye-mahs!"
- Arabic: "kay-fa ha-lek!"
- Russian: "Do-bree-den!"
- Swahili: "Jambo!"
- Indian (India): "Nah-mahs-tay!"

Players walk around the room greeting one another in the second language. As they identify others with the same greeting, they link arms and continue until everyone's found their own greeting group.

*Hint: Invite players who know other languages to share their "hellos."*







## **BARNYARD**

### **MAIN SKILL:**

- Teaming Up

### **Other Skills:**

- Communication
- Creating a Positive Environment
- Games That Build Leaders
- Group Dynamics
- Problem Solving
- Team Building

### **Purpose:**

- To put members into groups or teams.

### **Benefits:**

- Encourages communication between members.
- Helps members get to know one another.
- Creates bonds between members.
- Creates an opportunity for interaction.

### **Materials:**

- paper and pen or pencil

### **Instructions:**

- 1) Write on slips of paper the names of common barnyard animals which are easily imitated.
- 2) Have an equal number of slips for each animal, so that teams will be of the same size.
- 3) Pass out the slips at random.
- 4) On signal, each player imitates the call of the animal he represents and moves about the room to find the other players also imitating that animal.
- 5) When all players are in teams, signal for quiet, and place the teams in position for the next game.



## COMIC STRIP FRAMEUP

### MAIN SKILL:

- Teaming Up

### Other Skills:

- Communication
- Creating A Positive Environment
- Group Dynamics
- Problem Solving
- Team Building

### Purpose:

- To put members into groups or teams.

### Benefits:

- Presents a problem that needs to be solved.
- Encourages communication between members.
- Helps members get to know one another.
- Creates bonds between members.
- Creates an opportunity for interaction.

### Materials:

- comic strips cut apart so that each participant has a piece of a strip

### Instructions:

- 1) Depending on the number and size of groups needed, cut out several different newspaper comic strips.
- 2) Cut up the individual frames and place them in a hat.
- 3) Players draw a comic frame from the hat.
- 4) They hold up their frames, mingle, and match up with everyone with the same comic strip. For example, frames from the "Peanuts" strip make a group; "Garfield," another; and so on.
- 5) Groups can then read or show their comic strip to the rest of the groups.



## GROUP PUZZLERS

### MAIN SKILL:

- Teaming Up

### Other Skills:

- Communication
- Creating A Positive Environment
- Games That Build Leaders
- Group Dynamics
- Problem Solving
- Team Building

### Purpose:

- To put members into groups or teams.

### Benefits:

- Encourages communication between members.
- Helps members get to know one another.
- Creates bonds between members.
- Creates an opportunity for interaction.

### Materials:

- picture or poster cut into puzzle pieces

### Instructions:

- 1) Select a picture from a magazine or use an old poster for each group you need.
- 2) Cut each picture into the same number of pieces as group members needed, and mix the pieces together in a container.
- 3) Players each draw a piece from the container with the challenge of finding others with pieces from the same picture.
- 4) When they find each other, they put the pieces of their picture back together.

*Hint: Select pictures that are distinctive from one another*



## PROVERBS

### MAIN SKILL:

- Teaming Up

### Other Skills:

- Communication
- Games That Build Leaders
- Group Dynamics
- Problem Solving

### Purpose:

To pair up participants.

### Benefits:

- Members meet and talk to others in a group.
- Members of all ages interact.
- Members use communication skills.
- Parents, siblings and leaders can participate.
- Using members to facilitate gives them the opportunity to develop leadership skills.

### Materials:

prepared proverbs – write proverb on two separate pieces of paper.

### Instructions:

- 1) Give one part of a proverb to each person.
- 2) Participants can hold their papers or they can pin them to their front.
- 3) Everyone walks around looking for the person that will complete their proverb.
- 4) Once they have found each other, the pair must introduce themselves to each other and then to the whole group.

### Examples of Proverbs:

- A stitch in time.....saves nine.
- A penny saved.....is a penny earned.
- A watched pot .....never boils.
- An ounce of prevention.....is worth a pound of cure.
- Birds of a feather .....flock together.
- A rolling stone .....gathers no moss.
- Better late.....than never.
- What's good for the goose.....is good for the gander.
- Out of sight.....out of mind.
- Rome wasn't build.....in a day.
- You can't have your cake .....and eat it too.



Absence makes .....the heart grow fonder.

All's well.....that ends well.

Haste .....makes waste.

When in Rome .....do as the Romans do.

All good things .....must come to an end.

The early bird.....gets the worm.

An apple a day.....keeps the doctor away.

It's raining .....cats and dogs.

All's fair .....in love and war.

When the cat's away .....the mice will play.

Too many cooks .....spoil the broth.

**Variation:**

You can play this game using song lyrics, well-known poem lines, etc. (depending on the age group).

**Example:**

Two roads .....diverged in a wood.

The time to hesitate .....is through.



## WELL-KNOWN PAIRS

### MAIN SKILL:

- Teaming Up

### Other Skills:

- Communication
- Creating a Positive Environment
- Problem Solving

### Purpose:

- To pair members up.

### Benefits:

- Encourages communication between members.
- Helps members get to know one another.
- Creates bonds between members.

### Materials:

- paper
- pen or pencil

### Instructions:

- 1) Write paired items on slips of paper
- 2) Cut each slip in half and put the halves in a container.
- 3) Make one half-slip per member. (Save the slips to use again-or even laminate them).
- 4) You can encourage members to submit names of well-known pairs. They'll love to see them used. This could be part of the activity.
- 5) Have members each draw a slip from the container and find the person with the matching half.

### Examples for Pairings:

- Capital and small letters: A and a, B and b, C and c, D and d, and so forth.
- Pictures and words: A picture of a showstick and the word "showstick".
- Colors: Various strips of different colored construction paper cut in half.
- Sounds: Instead of counting off with numbers one and two, players create silly sound effects as they count off with Boo and Hoo, Bow and Wow, Ding and Dong.
- Opposites: Hot and Cold, Tall and Short, Quiet and Noisy, Neat and Messy, Big and Little, Up and Down, and Old and New.
- A club project and an item that pertains to that project: Computers and keyboard, Beef and rope halter, Sheep and shearing.
- Similes: Sweet as Sugar, Sly as a Fox, Light as a Feather, Busy as a Bee, Cold as Ice and Tough as Nails.
- Well-known connections: Based on age and appropriate subject matter - children's stories (Aladdin and Lamp), scientific (Sun and Photosynthesis), or geographical (Paris and France).



## **WORD ASSOCIATIONS**

### **MAIN SKILL:**

- Teaming Up

### **Other Skills:**

- Communication
- Creating A Positive Environment
- Group Dynamics
- Team Building

### **Purpose:**

- To pair up participants.

### **Benefits:**

- Members speak in front of a group therefore developing public speaking skills.
- The members of the group get to know one another.
- Members talk to and learn about other members.
- Leaders, siblings and parents can also participate.

### **Materials:**

- papers that have word association words written on them – enough for each participant to have one
- masking tape - so participants can tape them to their chests

### **Instructions:**

- 1) Give each participant a strip of masking tape and a piece of paper with a previously selected word printed on it.
- 2) The leader explains to the group that they will be pairing off using the word associations.
- 3) While the participants tape their papers to their chests, the leader explains that each of their words matches or compliments another person's word.
- 4) Each participant is then given a short period of time to find his or her partner.
- 5) Once participants find their associated pairs they are to spend five minutes learning about each other.
- 6) When the allotted time has elapsed, the group reassembles and the partners are responsible for briefly introducing each other to the entire group.

### **Word Associations Suggestions:**

Ham and Eggs

Ice cream and Cone

Pork and Beans

Soup and Crackers

Butch Cassidy and Sundance Kid

Key and Lock

Pilot and Airplane

Ren and Stimpy

Homer and Marg

Hamburger and Fries

Hammer and Nail

Wayne Gretzky and Hockey

Romeo and Juliet

Itchy and Scratchy

Peanut Butter and Jelly

Liver and Onions

Archie and Jughead

Ocean and Waves



Batman and Robin  
Salt and Pepper





## 4-H FUN PACK

**Secret Agent suggestions are:**

Inspector Gadget and the Gadgetmobile  
James and Bond  
Morpheus and Nemo  
Sherlock Holmes and Inspector Watson

*Note: These are only suggestions. You might wish to come up with other associations that are more current or relevant to the camp theme or to your club.*



## **UNIT THREE**

### Creating a Positive Environment



**“A happy person is not a person in a certain set of circumstances, but rather a person with a certain set of attitudes.”**

**Author Unknown**



## 4-H BINGO CARD

### MAIN SKILL:

- Creating a Positive Environment

### Other Skills:

- Coaching
- Communication
- Group Dynamics
- Team Building

### Purpose:

- To develop an awareness and knowledge of others.

### Benefits:

- Encourages communication.
- Helps members and parents get to know each other.
- Encourages parent participation.
- Creates opportunities for interaction.

### Materials:

- pencil and bingo card
- optional: chips for covering squares

### Instructions:

- 1) Pass out pieces of paper to all participants. Have them draw a large square on the paper. Then draw three lines across the square. You end up with 16 boxes within the large square.
- 2) Have participants write "wild card" in one of the squares.
- 3) Now provide a statement (samples below) for participants to write in a box of their choosing. Participants will end up writing 16 statements in their boxes (which includes "wild card").

- Suggestions for statements:

- Intermediate
- Likes liver
- Collects coins
- Uses computer
- Plays an instrument
- New member
- In grade 5
- Skier

- Snowboarder

- Swimmer
- Bilingual
- Loves bingo
- Only child
- Cooks
- Has a pet
- Attended Provincial program
- 4-H member for over 5 yrs.

This bingo card could be previously photocopied with statements already typed into each square.

- 4) With a completed bingo card, participants are then to circulate among the group, seeking to match a person with a statement. When they find a match, the person signs the matching statement. No person can sign more than two statements on any one card.



- 5) Members continue to match a person with a statement, collecting signatures as they go. Allow two minutes for this. Encourage them to get as many signatures as they can.
- 6) Now have members return to their seat. They can now sign up to five more statements themselves, if they match each statement.
- 7) Now play 'bingo' as you normally would. Players can play only those squares that have been signed. Use chips to cover squares.
- 8) "Bingo" is reached when a participant has a horizontal, vertical or diagonal row of chips across the card.
- 9) Recognize the winner by having him lead another bingo, etc.
- 10) Another option is to play the game until someone has their entire card signed or gets one line of signatures – then the game can be played without chips.



# PEOPLE BINGO

(This is a prepared version of 4-H Bingo Card)

### **MAIN SKILL:**

- Creating a Positive Environment

### **Other Skills:**

- Communication
- Team Building

### **Purpose:**

- To help group members get to know one another.

### **Benefits:**

- Game is good for people to talk to one another.
- Even shy members are unlikely to feel intimidated by this activity.
- Helps even long term groups to find little known facts about other group members.
- May prompt further conversations.

### **Materials:**

- photocopied game cards for each member of the group

### **Instructions:**

- 1) Statements are written in each square of a 5X5 grid.
- 2) Each person is given a sheet.
- 3) When the activity starts members mingle trying to find other group members who match as many of the statements as they can.
- 4) Each member signs one square that applies to them.
- 5) The winner is first to "black out" or if you want to make it easy, the first to five in a row.
- 6) A big key is only one signature per person on any one person's sheet. For example, Julie can't sign ten items on Mark's sheet, even if they are all true for her. This encourages people to meet and mix and not just get their friends to sign off their sheet.

*Note: When you make up the Bingo Sheet you can keep the information very general or make it specific to your member's experiences. You want to make sure your information will work on at least two of the people expected to come, just in case one doesn't show up.*



<b>HAS BLUE EYES</b>	<b>LIKES CHOCOLATE PIE</b>	<b>HAS MET A FAMOUS PERSON</b>	<b>HAS SAME FAVORITE TV SHOW</b>	<b>HAS TRAVELED TO ANOTHER COUNTRY</b>
<b>LOVES THEIR COMPUTER</b>	<b>LOATHES THEIR COMPUTER</b>	<b>HAS SEEN "TITANIC" MORE THAN THREE TIMES</b>	<b>LIKES "SEINFELD"</b>	<b>ACTS LIKE "KRAMER"</b>
<b>ALREADY COUNTING THE DAYS UNTIL SUMMER</b>	<b>ALREADY COUNTING THE DAYS UNTIL THE FIRST DAY OF SCHOOL NEXT YEAR!</b>	<b>THINKS "XENA WARRIOR PRINCESS" IS INTELLECTUAL ENTERTAINMENT</b>	<b>THINKS MICHAEL JORDAN IS THE WORLD'S GREATEST BASKETBALL PLAYER</b>	<b>GOT THEIR DRIVER'S LICENSE AS SOON AS THEY WERE 16</b>
<b>IS WEARING A SPECIAL RING</b>	<b>HAS BROWN EYES</b>	<b>KNOWS WHAT CHUMBA-WUMBA MEANS</b>	<b>PLAYS GOLF WEEKLY</b>	<b>PLAYS GOLF WEAKLY</b>
<b>HAS A BODY PART PIERCED (EARS OKAY!)</b>	<b>THINKS KERMIT THE FROG IS A STUD</b>	<b>HAS MADE HONOR ROLL FOR A YEAR OR MORE</b>	<b>THINKS "ER" IS OVER-RATED</b>	<b>THINKS LEONARDO DECAPRIO OR JULIA ROBERTS IS DREAMY</b>



# A WITCH A WATCH

### **MAIN SKILL:**

- Creating a Positive Environment

### **Other Skills:**

- Coaching
- Communication
- Group Dynamics
- Team Building

### **Purpose:**

- To create a fun atmosphere to build relations and get members communicating.

### **Benefits:**

- Members learn the importance of everyone participating and depending on one another.
- Members must work together.
- There are opportunities to encourage others to participate
- Members begin public speaking skills.
- Materials can be easily obtained.

### **Materials:**

- chairs or benches
- two small objects to be the 'witch' and the 'watch'

### **Instructions:**

- 1) Have all participants sit close together in a circle.
- 2) The leader of the game has two articles.
- 3) The leader introduces the two items and first sends one to the LEFT saying, "This is a witch".
- 4) The person to the LEFT takes the article and says, "A what?" The leader repeats, "A witch." That person nods, and then hands the article to her left and says, "This is a Witch." The person taking it says, "A what?" and she turns back to the person who gave it to her and repeats, "A what?" and the leader says "A witch!", she turns to the person who has it now, and says, "A witch."
- 5) So as the article goes around the words "A what?" goes back to the leader, one person at a time, and the answer, "A witch!" goes back person by person.
- 6) Once the pattern has been established the leader introduces the "watch" to the individual on his/her RIGHT. The leader turns to the person on her RIGHT and says, "This is a watch!" and that person says, "A what?" and she says, "A watch!"
- 7) Just wait until one person gets them both at the same time.

### **Variation:**

- If the items are started at the same time you could make it a race to see which item, the 'witch' or the 'watch' can make it around the circle first.



*Jane Maddin*





## INTRODUCTIONS

### MAIN SKILL:

- Creating a Positive Environment

### Other Skills:

- Communication
- Team Building

### Purpose:

- To create a positive environment within a group.

### Benefits:

- Encourages communication.
- Helps members and parents get to know each other.
- Helps public speaking skills.
- Encourages parent participation.

### Materials:

- no materials required

### Instructions:

- 1) This is a simple activity that may be obvious to some but for those not involved in meetings or 4-H they may have never thought of it.
- 2) After the meeting has been called to order and after the Pledge has been recited go around the room and have everyone introduce themselves.
- 3) You can give guidance on what you would like them to say.
- 4) Information like name, age, project, interests, school grade, number of siblings or children, occupation, school, favorites, etc. etc. are ideas you can use.
- 5) Be sure to include all members. Siblings, leaders and parents could also be included.



## THE 4-H CLOVERLEAF INTRODUCTION

### MAIN SKILL:

- Creating a Positive Environment

### Other Skills:

- Coaching
- Communication
- Games That Build Leaders
- Group Dynamics
- Team Building

### Purpose:

- To initiate communication and public speaking.

### Benefits:

- Encourages communication between members.
- Helps members get to know one another.
- Creates bonds between members.
- Helps public speaking skills.
- Encourages parent participation.

### Materials:

- blank paper or photocopy of cloverleaf
- pen or pencil for each person

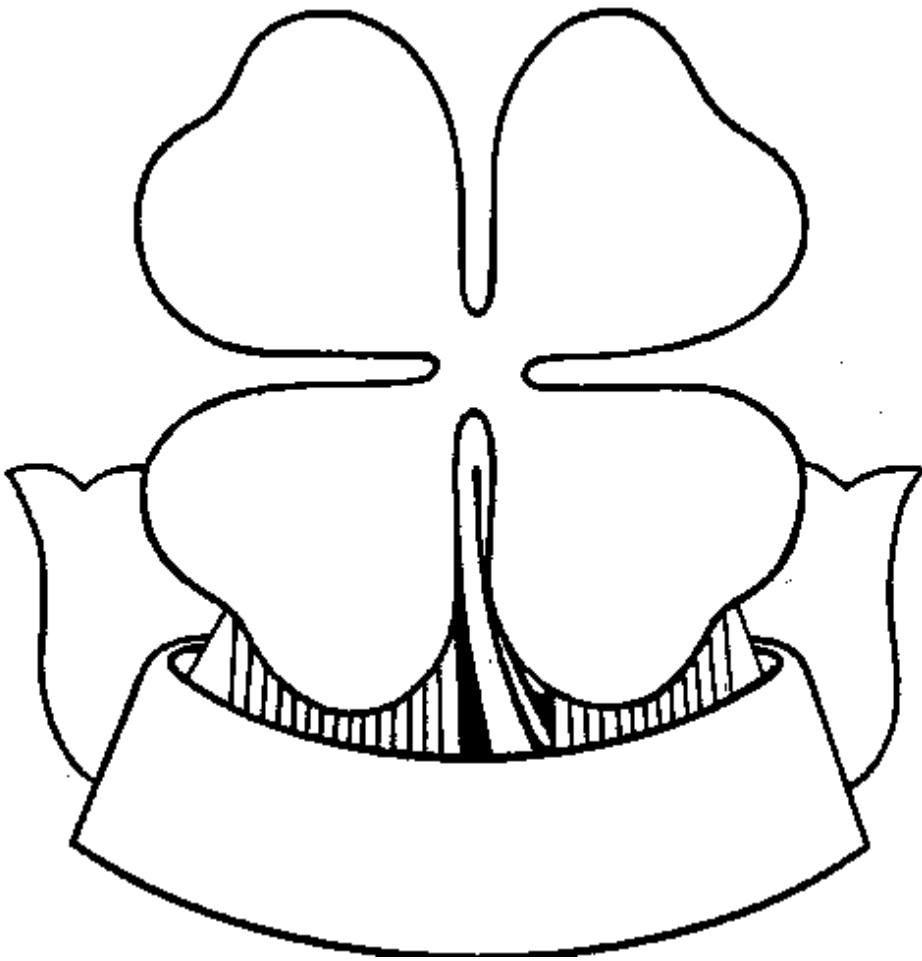
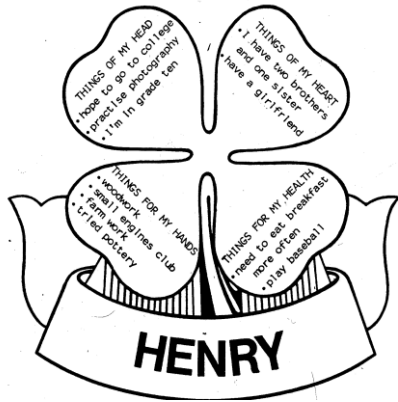
### Instructions:

- 1) This introduction is helpful at the beginning of the club year, or at an event where there are a lot of new faces.
- 2) Give each person a piece of paper or a photocopy of the cloverleaf included with this activity. Ask each person to find someone they don't know, or would like to know better.
- 3) Each person draws a large 4-H emblem on the paper or uses the sheet that has the cloverleaf printed on it. Print the other person's name in the base and print 'Things of my Head', 'Things of my Heart', 'Things of my Health' and 'Things of my Hands' in each leaf as in the sample cloverleaf on the next page.
- 4) Take five or ten minutes and fill in each leaf with information about that person.
- 5) The members can use these sheets to introduce the person to the group. The sheets can be attached to the wall for others to read. Information can be added to the page as you learn more about that person if used over several days.
- 6) Adults like this as well as the 4-H members!

*Use the sample cloverleaf as a guideline only.*



# SAMPLE CLOVERLEAF





## WALKS OF LIFE

### MAIN SKILL:

- Creating a Positive Environment

### Other Skills:

- Communication

### Purpose:

- To use imitation as a method of communication.

### Benefits:

- Leaders, parents and siblings can get involved.
- Is simple, easy and fun to play.
- Creates a positive environment through fun.
- Allows creativity through drama.
- Is something other than reading, writing etc.
- Brings out a different talent in members.

### Materials:

- 'Walks of Life' could be written out on separate slips of paper but it isn't necessary.

### Instructions:

- 1) Set the stage for this activity by talking about different ways people and animals move. For example, a cat walks slowly and gracefully, a marching soldier walks with shoulders erect and arms straight, and a tightrope walker walks carefully, one foot in front of the other.
- 2) Then form two parallel lines that face each other, and whisper a specific kind of walk in someone's ear. As he or she moves down the two lines, the others try guessing the walker's identity.

Here are some ideas for starters:

- Someone walking into cold water at the beach
  - Someone walking and holding gas-filled balloons
  - Someone walking a big dog on a leash
  - Someone with shoes that are too tight
  - A detective following a suspect
  - A cowboy who just got off a horse
  - A wrestler strutting into the ring
  - A penguin
  - An explorer walking through the jungle
  - A bride walking down the aisle
  - A young child learning to walk
  - Someone walking up a steep hill
  - Someone walking through deep mud
  - Someone walking for the first time on high heels
  - Someone walking barefoot on a rocky road
  - A robot
- 3) Once imaginations are stirred, encourage the players to "step" into a role with



their own ideas.



## ELBOW TAG

### MAIN SKILL:

- Creating a Positive Environment

### Other Skills:

- Communication
- Group Dynamics

### Purpose:

- To use up excess energy.

### Benefits:

- Great after doing lots of sitting.
- Good energizer break.
- Very little organizing required.

### Materials:

- no materials required

### Instructions:

- 1) Define the boundaries of a large area.
- 2) Everyone finds a partner and hook elbows.
- 3) Make sure teams are distributed evenly over the playing area.
- 4) Each person puts their free hand on their hip, elbow out, creating a hook. Divide a team and make one person the "chaser" and the other the "fleeer."
- 5) The object is to hook elbows with another team before getting tagged by the chaser. Once hooked up, the person on the other end of this now three person chain becomes the fleeer.
- 6) If tagged, they trade places, with the fleeer becoming the chaser, and the chaser becoming the fleeer.
- 7) Anyone running outside of the boundaries also must become the chaser.
- 8) This game is fun to watch, so much so, players are often caught unawares when they've suddenly become the fleeer!
- 9) To add dynamics to this game, have two or three chasers and fleers going at the same time.



# HA! HA! HA!

**MAIN SKILL:**

- Creating a Positive Environment

**Other Skills:**

- Group Dynamics

**Purpose:**

- To make people laugh.

**Benefits:**

- Takes very little organization.
- Easy to play.

**Materials:**

- no materials required

**Instructions:**

- 1) Have one person lie on the floor.
- 2) The second person puts their head on the first person's stomach.
- 3) This continues until everyone is lying down.
- 4) The first person says "Ha", the second "Ha Ha" and so on until everyone has said their correct number of Ha's or the entire group bursts into a fit of giggles which will always happen!



## **HONEY IF YOU LOVE ME**

### **MAIN SKILL:**

- Creating a Positive Environment

### **Other Skills:**

- Group Dynamics
- Team Building

### **Purpose:**

- To make another person in the group smile.

### **Benefits:**

- This game doesn't require any materials.
- Can work in any group size from ten to thirty.
- Is fun.
- Builds group cohesiveness.

### **Materials:**

- no materials required

### **Instructions:**

- 1) The group sits on chairs in a circle.
- 2) The instigator is picked and he/she must sit on someone's lap.
- 3) The instigator asks three times, "Honey, if you love me, will you please, please smile?"
- 4) The person that is trying to refrain from smiling must look the instigator in the face and reply, "Honey, I really love you, but I just can't smile."
- 5) If they do smile at any time, they trade places with the instigator.





# LINE 'EM UP

### MAIN SKILL:

- Creating a Positive Environment

### Other Skills:

- Coaching
- Communication
- Games That Build Leaders
- Group Dynamics
- Problem Solving

### Purpose:

- To have group members rearrange themselves in an orderly formation.

### Benefits:

- Members must work as a group.
- Members all have to participate and depend on one another.
- Great activity to use if you need to form lines i.e. waiting for a bus to arrive.
- Parents and siblings can get involved.

### Materials:

- no materials required

### Instructions:

- 1) Using the section on TEAMING UP in the FUN PACK, make groups of eight to ten people.
- 2) Have each group form a line, with plenty of room between each participant.
- 3) Each group's task is to rearrange themselves in the order you call out. For example, if you say, "alphabetical order by last name," groups hurry to rearrange themselves so members are all standing in alphabetical order.

Here are some formations to call out:

- By birthday months
- By age
- By alphabetical order of first or middle names
- By number of brothers and sisters
- By number of people in your family
- By how long they've lived in the community
- By length of hair
- By time they get up in the morning
- By bedtime
- By distance from school





# TWO TRUTHS AND A LIE

### **MAIN SKILL:**

- Creating a Positive Environment

### **Other Skills:**

- Communication

### **Purpose:**

- To help team members get to know one another.

### **Benefits:**

- This exercise can break down stereotypes. For example, you may find out that a seemingly shy person appeared in a movie or an outspoken, tough guy has a teddy bear collection.

### **Materials:**

- piece of scrap paper for each individual in the group

### **Instructions:**

- 1) Use the TEAMING UP section of the FUN PACK to make partners.
- 2) The couples should be away from the others so they can't hear anyone but their partner.
- 3) In turn, have each partner find out as much interesting and unique information about the other person as possible.
- 5) After gathering this information, partners should select two true items about their partner and add one lie to each list.
- 5) Everyone gets back together in a large group and each person introduces their partner and talks a bit about them stating three interesting facts. Two of which, of course, will be true, the third being a lie.

The group then has to guess which one is the lie. What is neat about this exercise is many times the more ordinary "fact" is the untruth while the more wild item is the truth.





# **UNIT FOUR**

## Communication



**“The speaking jobs are  
always the easiest to do  
because there is no  
competition.”**

**Sherry Dechant**



## **CARBON COPIES**

### **MAIN SKILL:**

- Communication

### **Other Skills:**

- Problem Solving

### **Purpose:**

- To give and take instructions as the clock tick tocks.

### **Benefits:**

- Members learn the importance of giving specific instructions.
- Members learn the importance of listening.
- Members practice verbal communication.

### **Materials:**

- pencils and paper
- two simple designs, each drawn on one sheet of paper. Copy each design so that you have enough copies for half the group. If there are twelve people, you need six of Design 1 and six of Design 2. Adapt these designs so they are appropriate to the age and abilities of your players.

### **Instructions:**

- 1) Pair players using an activity from the TEAMING UP section in the FUN PACK.
- 2) Have players sit back-to-back on the floor or on two chairs so they can't see each other. One partner is designated as "Tick;" the other, "Tock."
- 3) Give all the "Ticks" a folded copy of one of the designs you prepared and the "Tocks" a blank sheet of paper and a pencil. The challenge is for each "Tick Tock" team to reproduce the design just by talking and listening. "Ticks" talk; "Tocks" listen and draw. (No peeking allowed!)

For example, "Tick" might tell "Tock," "Make a dot in the upper right hand corner of the paper. Now come down to the center of the page, and in the middle draw a rectangle about the size of a matchbox," and so forth.

- 4) When you're ready to start, make sure everyone is back-to-back. Then "Ticks" can unfold their designs and begin. Give them about three minutes.
- 5) When time's up, invite "Tick Tock" teams to stand up and show their work.
- 6) Then pass out the second design and let "Ticks" and "Tocks" change roles. When you're done, talk about the kinds of instructions that are helpful and those that are confusing.



## **DESCRIPTION DUET**

### **MAIN SKILL:**

- Communication

### **Other Skills:**

- Problem Solving

### **Purpose:**

- To have members involved in a guessing game that requires focusing in on details.

### **Benefits:**

- Forces participants to be descriptive.
- Participants benefit from close listening.
- Communication skills are sharpened.

### **Materials:**

- A variety of small everyday items i.e. spoon, eraser, paper clip, rubber band, leaf, rock, button, etc.

### **Instructions:**

- 1) Set the stage by holding up an item, such as a pencil, and asking players to pretend they don't know its name or how it's used. How would they describe it to someone else? What would they say about it? They might say, "Well, it's long, thin, and bright yellow. It has a sharp point on one end and soft rubber on the other."
- 2) Then, without letting anyone else see, show an item to two players, and have them describe what it looks like without saying its name or how it's used.
- 3) Challenge the listeners to guess the item based on this description. Once the item is identified, discuss some of the description words that were most helpful, and how two people can see the same thing in different ways.



## MAKING EFFECTIVE POSTERS

### MAIN SKILL:

- Communication

### Other Skills:

- Group Dynamics
- Initiative Tasks
- Team Building

### Purpose:

- To advertise an event, activity etc.

### Benefits:

- Promotes special events.
- Attracts new members and leaders.
- Informs the community of events.
- Improves a report.
- Adds to a display, exhibit or demonstration.
- Dresses up your Achievement Day materials.
- A giant "Thank you" card for supporters.

### Materials:

- scrap paper
- pencil
- poster paper and markers
- computer (optional)

### Instructions:

- 1) Aim your poster at your audience! If you want to attract a particular group of people, choose the appropriate design, colors and wording to catch their eye.
- 2) Include the 5W's – who, why, when, what, where.
- 3) Where will it be displayed? Plan a suitable size - small enough that it will be displayed and large enough to be read!
- 4) Study various posters. Which are most effective and why? Can you use the same methods?
- 5) Use color wisely and attractively. Choose colors that stand out and can be read easily. Use theme colors for special events – for example, red and green for Christmas.
- 6) Use a lettering that is clear and legible. Your audience may spare only a few seconds for your poster. It is important to get your message across quickly.
- 7) Even your lettering can tie into your theme: if it's an antique show, try an old-fashioned lettering style.
- 8) Keep it simple. Don't try to put too many points on one poster.
- 9) You can make your poster on the computer or by hand. Using the computer makes the spacing even and the lettering neat. With so many things being done





on the computer – a hand made poster may stand out more and be noticed more easily.

10) Make a rough plan of how you want your poster and then get to work creating it.

*Note: A poster can work hard for you. It can attract attention, tell a story, or stir people to action! Posters are relatively inexpensive, adaptable, and don't take coffee breaks. Take time to plan and prepare your poster. It pays off in results.*





## FAMOUS CHARACTERS

### MAIN SKILL:

- Communication

### Other Skills:

- Creating A Positive Environment

### Purpose:

- To interact with and get to know others in a group.

### Benefits:

- Members talk to others in a group.
- Members of all ages interact.
- Members practice communication skills.
- Parents, siblings and leaders can participate.

### Materials:

- slips of paper with the names of celebrities, cartoon characters, etc. written on them (The names can follow the theme of the program, meeting, or event you are attending)

### Instructions:

- 1) As each person arrives at the camp, meeting etc. pin one of the slips of paper to his/her back.
- 2) Each person must then walk around the group and start asking questions of others about their 'character' or 'thing'.
- 3) The other person can only answer "yes" or "no".
- 4) When a player thinks he/she knows who or what he/she is, then they can ask another participant for confirmation.
- 5) Once the player has guessed who or what he/she is, then the slip of paper can be pinned to the front of their clothes.
- 6) Continue playing until everyone has confirmed his/her identity.



# HUMAN MAP

### MAIN SKILL:

- Communication

### Other Skills:

- Games That Build Leaders
- Group Dynamics
- Problem Solving

### Purpose:

- To interact with others to create a human map.

### Benefits:

- Members talk to others in a group.
- Members of all ages interact.
- Members use communication skills.
- Parents, siblings and leaders can participate.
- Members have the opportunity to develop leadership skills.

### Materials:

- An area marked off to be the map

### Instructions:

- 1) This activity can be done anywhere you have a large floor or ground area, and it can be done in a small or large group.
- 2) An area needs to be marked off as the map.
- 3) The delegates must sit or stand on the map where they are from in comparison to the other delegates.
- 4) They will have to work with fellow delegates to find their proper location by asking each other where they are from.
- 5) It may be helpful for the leader to establish where the major Canadian cities are on a map. However, this game may also be played with your club. This way your map would cover a smaller area and landmarks could be placed on the map rather than big cities. An example might be local gas stations, truck stops, supermarkets, feedlots, etc.
- 6) Conduct a guided tour of the map by having the delegates stand up and say their name, where they are from and one cool or unique thing about where they live.

### Variation:

- Give the delegates blindfolds, or make them mute, to up the challenge.



## PASS THE HAT

### MAIN SKILL:

- Communication

### Other Skills:

- Creating A Positive Environment

### Purpose:

- To use your imagination and work with others to create a story.

### Benefits:

- Leaders, parents and siblings can get involved.
- Is simple, easy and fun to play.
- Creates a positive environment through fun.
- Allows creativity through storytelling.
- Uses verbal communication.

### Materials:

- an old hat (or alternate material listed below)

### Instructions:

- 1) With players sitting in a circle, pass around the hat. Whoever puts it on first becomes the "storyteller." He or she starts the story, saying, for example, "One night I woke up with a start. I heard a loud thud, and when I looked out the window I saw"
- 2) After a few lines, the storyteller chooses someone new to wear the hat. This person adds a few more lines to the story. At each pass of the hat, the plot thickens as each player builds on what was said before. The challenge is to keep telling the story no matter how quickly the hat is passed.

### Variation:

Your club may prefer to use another form of "hat" - for instance:

- a stick baton, as in a relay
- a penny "for your thoughts"
- a ball of yarn for "group yarn"



# ROLL OUT

## **MAIN SKILL:**

- Communication

## **Other Skills:**

- Creating A Positive Environment
- Group Dynamics
- Team Building

## **Purpose:**

- To talk about yourself.

## **Benefits:**

- Members speak in front of a group therefore developing public speaking skills.
- The members of the group get to know one another.

## **Materials:**

- roll of toilet paper, tub of 5 cent candies, or a large number of any other object.

## **Instructions:**

- 1) Ask members to sit in a circle so they can all see each other.
- 2) Have the members pass the roll of toilet paper/tub of candies etc. around the circle.
- 3) Instruct each participant to “take as many squares of toilet paper(or candies) as you think you will need”, (without telling them the purpose of the item they are taking). This will be met by looks of confusion and lots of questions. Continue to tell them the same thing. Some people will take a few and some will take a lot – the guy/gal who wraps half of the roll of toilet paper around his/her hand will be in for a surprise!
- 4) Once everyone has taken what they think they will need, explain what they will do with it.
- 5) For each item or square they have the person must tell one thing about themselves to the group.

## **Variation:**

- Some members may have played this game before.
- If you find they are taking very few squares or candies, tell them to take 20 or 15 subtracted by the number of squares or candies that they have.
- The answer is the number of things they must say about themselves.



## WHO AM I?

### MAIN SKILL:

- Communication

### Other Skills:

- Group Dynamics
- Team Building

### Purpose:

- To meet and learn about others.

### Benefits:

- Members meet and talk to others in a group.
- Members of all ages interact.
- Members use communication skills.
- Is a simple 'get to know you' activity.
- Can be a public speaking activity.

### Materials:

- a poster on the wall with the questions below written on it

### Instructions:

- 1) This game can be played in more than one way. Use the suggestion given or use your imagination and play it your own way.
- 2) Members must be in groups of two. You can use a pairing activity from the TEAMING UP section of the FUN PACK or use your own idea.
- 3) After members are paired up they can use the questions on the poster to converse with the person they are paired up with.
- 4) Give participants ten to fifteen minutes.
- 5) When time is up have each of the pairs introduce the person they are paired with. They could also tell the group a couple of interesting things they learned about the other person.

### Examples of questions:

- I came to this event because.....
- I would like to learn how to.....
- Things I could teach or show this group.....
- My goals and expectations of this event/club year etc. are.....
- Strengths or skills you brought to event/club are.....
- Skills I hope to gain from other members.....
- Things people should know about me.....
- Things you want to do this week/year .....
- Favorite hobby.....



# COUNT OFF

### MAIN SKILL:

- Communication

### Other Skills:

- Games that Build Leaders
- Problem Solving

### Purpose:

- To have a large group count off from one to whatever number of people there are in the group, without individuals repeating numbers. The goal is for the group to count from one to the number of people in the group in order, with no one saying the same number as another person.

### Benefits:

- Quiet activity that can be done anywhere.
- This activity can be done with any number of people but it adds more challenge if the group has more than 20 individuals.
- Creates teamwork.
- Builds creative problem solving.
- Group co-operates to solve a problem.

### Materials:

- no materials required

### Instructions:

- 1) The entire group needs to be sitting down and facing a specific direction.
- 2) They may not look around, make gestures or say anything except a number.
- 3) If more than one person says a number, the group must start over.
- 4) If a number is said out of order, the group must start over.
- 5) It is very important that you make sure they realize that they can't talk or look around in between rounds. If at anytime, anyone says anything other than a number, looks around or makes any gestures, the group as a whole needs to be warned that any continuation of that will result in them not being successful at the challenge.
- 6) The instant someone makes a mistake, you say "Start Over".
- 7) This activity only works once with any given group.
- 8) Make sure they are not sitting in a pattern that would make this easy, like a circle.

*Note: This activity is a one-time deal with any group for obvious reasons. It is very important that you set it up correctly and have the entire group brought into the idea that they cannot look around or speak at all otherwise it will not work. You also need to make sure that you have lots of time so that the group can attempt this task again and again without having a chance to talk before they are successful.*



## COMMUNICATION GAME

### MAIN SKILL:

- Communication

### Other Skills:

- Coaching

### Purpose:

- To develop communication skills in members.

### Benefits:

- Activity can be adapted for groups of any age.

### Materials:

- two envelopes per team of two children
- each envelope contains five to ten shapes cut from construction paper or other colored craft paper. i.e. two large yellow circles, two small green triangles, two medium blue squares. One of each shape goes in each envelope, so that each team member can make an identical picture.

### Note:

- Teams of older members would receive envelopes with more shapes.
- Don't make too many shapes, or too many small pieces as you will want to use this game again, (it is too much work to set up to only use once). Be sure that all pieces get put back in the correct envelope when the game is done.

### Instructions:

- 1) Using an activity from the TEAMING UP section of the FUN PACK divide the group into teams of two.
- 2) The children sit down on the floor, backs to each other, with their envelopes in front of them.
- 3) One member is the designer, and she opens her envelope and makes a design or picture with her shapes.
- 4) The member then describes the picture to the person who is back to her, so that she can make an identical picture. No one is allowed to look at their partner's pictures!! After the two are done, using only their voices to pass the information back and forth they may compare their pictures. Allow about 10 minutes for this game.
- 5) You may want to allow them to switch designer and copier and try it again.

*Jane Maddin*





## **I, ME, MY**

### **MAIN SKILL:**

- Communication

### **Other Skills:**

- Creating A Positive Environment
- Group Dynamics

### **Purpose:**

- To learn how to get others to open up.

### **Benefits:**

- Simple game that creates great benefits for group dynamics.

### **Materials:**

- beans, candies, gummy bears, or smarties - ten per individual in the group

### **Instructions:**

- 1) Give out ten beans (candies, gummy bears, etc.) each.
- 2) Have the group converse and mingle.
- 3) If anybody says the words "I", "Me" or "My," they must give up a bean to the person they're talking to and move on to the next individual.

Whoever was able to get others to open up about themselves and has the most beans in five minutes is the winner!



## **RESPECTING OTHERS**

### **MAIN SKILL:**

- Communication

### **Other Skills:**

- Games That Build Leaders

### **Purpose:**

- To observe how stereotyping can affect individuals and groups.

### **Benefits:**

- Teaches group members the impact of stereotyping individuals.
- Teaches individuals the impact of positive attitudes vs. negative attitudes.

### **Materials**

- signs depicting different stereotypes for half the members

### **Instructions:**

- 1) Divide your group into two.
- 2) Take one half aside and give them paper and a pencil.
- 3) Tell them they are to have a conversation, or interact with 10 people in the other group in an allotted time.
- 4) Everyone in the other half gets a sign (which can be made from construction paper with a yarn "necklace" to place it over the head.) Put the necklace on backwards as no-one is able to read their own sign so they don't know what it says. Make up signs like "Tell me I look tired", "Ignore me", "Tell me I look great", "Call me stupid", "Treat me like I'm your best friend" etc. There should be a variety of positive and negative signs.
- 5) ONLY the group with pencil and paper can initiate a conversation. The group with signs must wait for someone to talk to them.
- 6) After the group "interacts" it is important to debrief what happened, talking about how people treated them, how it made them feel, how they felt if they had a negative sign and why, who had the advantages and why.

### **Hints:**

- 1) It helps if they can slip the comment into the conversation. (i.e. You are wearing the sign that says "Call me stupid". Someone comes up to you and asks you where you're from. When you reply, Manning, they say, "I hear there are a lot of stupid people living in Manning!")
- 2) If there is someone with shaky self esteem or very shy, I would tend to "plant" them with a positive sign. If you don't know the group well, ask someone who does.
- 3) It is also important with an exercise like this that everyone know the game ends when the game is over, and should not be used to joke over a weekend, etc.



*Note: This is a good exercise in a discussion of stereotypes. We all have invisible signs which we wear and which affect the way people treat us. We need to examine our reactions to the way we are treated because they can also add to the way we are treated in future.*

*Claudia Lister*







# UNIT FIVE

## Coaching



**“If you want to appear agreeable in society you must consent to be taught many things you already know.”**

**Johann Casper Lavater**



## **ACTING UP**

### **MAIN SKILL:**

- Coaching

### **Other Skills:**

- Games That Build Leaders
- Group Dynamics
- Team Building

### **Purpose:**

- To learn project information using charades.

### **Benefits:**

- This game provides an opportunity for members to be leaders and use coaching skills while developing and playing a game.
- Members work together as a team.
- Team members must help one another.
- Leaders, parents and siblings can get involved.

### **Materials:**

- ideas for things to act out with theme related categories.

### **Instructions:**

- 1) Using the TEAMING UP section of the FUN PACK divide your group into two teams.
- 2) Have them sit down in their teams.
- 3) Decide which team gets to go first by asking them a trivia question related to their project. First team to get three answers correct gets to go first.
- 4) Let the team choose their first actor (everybody will get a turn).
- 5) Show the actor the idea to pantomime and tell everybody what category it is in.
- 6) Give them sixty seconds to act (without talking) and have their team guess what they are acting out.
- 7) Make sure the other team doesn't guess at this stage.
- 8) The team is awarded two points if they guess within the sixty seconds.
- 9) If they can't guess it in the sixty seconds, let the other team discuss it, and they get one guess at it. If they get it right on their guess they are awarded one point.
- 10) Switch teams each turn and continue until everybody has had an opportunity to be the actor or until the teams have had an even amount of turns.

*Note: Sometime before you decide to play this game enlist the help of your members. Have the members use their project books to find words, activities or phrases from each unit in the book. For those projects that don't have project books have the members develop their own categories and find words, activities or phrases*

## 4-H FUN PACK



*that fit into each one. E.g. Under the category Calving you might have the phrase 'Calving Difficulty', under the category Software you might have the word 'Floppy Disc'.*



## **CHANGING VIEWS**

### **MAIN SKILL:**

- Coaching

### **Other Skills:**

- Communication
- Creating a Positive Environment
- Games That Build Leaders
- Group Dynamics
- Problem Solving
- Team Building

### **Purpose:**

- To have team members move around to keep their perspective.

### **Benefits:**

- Team members must communicate with one another – talk and listen.
- Members will learn skills in co-operation.
- It will be interesting to see how the need for a team leader is recognized and how the leader comes to the forefront to direct his/her team. (Ensure that this isn't a leader or parent).
- Exhibits that even when things are changing (especially as quickly as they are in the world), we still need to keep things in proper perspective.
- You can also use this game to show how people and events can affect our perspective.
- Leaders, parents and siblings can get involved.

### **Materials:**

- no materials required

### **Instructions:**

- 1) Clear a large space.
- 2) Use the TEAMING UP section of the FUN PACK to divide players into four teams. Each team lines up according to height and stands in a line, facing the other three teams to make a square. The shortest player on each team stands on the left, and the tallest on the right.
- 3) Stand in the middle of the square and explain that each team's goal is to stay in the same position in relationship to themselves and to you. For example, if you're presently facing Team A, and you pivot a half turn, all four teams reposition themselves so you're still facing Team A, and everyone's in the same position and order as before. Team members move as individuals. That means no holding hands.
- 4) After each pivot and realignment, check to see if everyone's in correct formation. Probably not!
- 5) There's no competition – just the fun of keeping a proper perspective in the midst of rapid change.





*Discuss ways people and events can affect our perspective.*

## WIN, LOSE OR DRAW

### **MAIN SKILL:**

- Coaching

### **Other Skills:**

- Games That Build Leaders
- Group Dynamics

### **Purpose:**

- To learn project information through drawing.

### **Benefits:**

- This game provides an opportunity for members to be leaders and use coaching skills while developing and playing a game.
- Members work together as a team.
- Team members must help one another.
- Leaders, parents and siblings can get involved.

### **Materials:**

- flipchart and markers
- ideas of things to draw in theme related categories

### **Instructions:**

- 1) Using the TEAMING UP section of the FUN PACK divide your group into two teams.
- 2) Have them sit down in their teams in front of the flipchart.
- 3) Decide which team gets to go first by asking them a trivia question related to their project. First team to get three answers correct gets to go first.
- 4) Let the team choose their first artist (everybody will get a turn).
- 5) Show the artist the paper with the idea to draw and tell everybody what category it is in.
- 6) Give them sixty seconds to draw (without talking) and for their team to guess.
- 7) Make sure the other team doesn't guess at this stage.
- 8) The team is awarded two points if they guess it within the sixty seconds.
- 9) If they can't guess it in the sixty seconds, let the other team discuss it, and they get one guess at it. If they get it right on their guess they are awarded one point.
- 10) Switch teams each turn and continue until everybody has had an opportunity to be the artist or until the teams have had an even amount of turns.

*Note: Sometime before you decide to play this game enlist the help of your members. Have the members use their project books to find words, activities or phrases from each unit in the book. For those projects that don't have project books have the members develop their own categories and find words, activities or phrases*



that fit into each one. E.g. Under the category Diseases of Beef Cattle you might have the phrase "Treating a Sick Calf".

## CAT'S CRADLE

### MAIN SKILL:

- Coaching

### Other Skills:

- Communication
- Problem Solving
- Team Building

### Purpose:

- To teach team members to give directions in a clear concise manner

### Benefits:

- This activity will give those active learners a chance to learn some communication skills.
- This is a simple but fun activity that can work ideally with groups of at least 13 people.

### Materials:

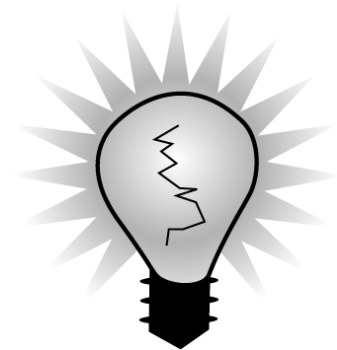
- 30 ft of yachting line or other smooth light rope.

### Instructions:

- 1) Tie rope into a circle.
- 2) Ten people stand in the rope and loop it around their middles.
- 3) Identify one person in your group competent with the string game "Cat's Cradle." Give verbal directions for the fingers (the ten people in the rope circle) to complete a cat's cradle series.

*Hint: Have two people actually doing it on their fingers and a third person directing the people how to do it. This is lots of fun for an outdoor rally.*

Wendy Baker





## WIZARD CHESS

### MAIN SKILL:

- Coaching

### Other Skills:

- Communication
- Problem Solving

### Purpose:

- To play a human sized board game.

### Benefits:

- Teaches deductive reasoning.
- Teaches individuals to strategize and use the skills of different players or board pieces.
- This game can involve a production that incorporates the making of costumes, researching the game board, teaching the members to play.

### Materials:

- masking tape to mark off human size board game with 64 spaces

### Instructions:

- 1) Play the game using human pieces as chess pieces.

### Variation:

This game can be adapted to play checkers, snakes and ladders etc.



## THE UNUSUAL SUSPECTS

### MAIN SKILL:

- Coaching

### Other Skills:

- Communication
- Creating A Positive Environment
- Games That Build Leaders
- Group Dynamics
- Problem Solving

### Purpose:

- To solve a mystery.

### Benefits:

- Members must work as a group.
- Members gain project related knowledge.

### Materials:

- site-specific clue cards
- project related knowledge questions for getting from spot to spot
- manila envelope
- clue check lists
- pencils

### Instructions:

- 1) Using the TEAMING UP section in the FUN PACK, divide group into teams of three.
- 2) Put cards into piles – weapons, places, and people.
- 3) From each pile, randomly pick one card and place these three cards in the envelope.
- 4) Shuffle cards and deal them out to the teams.
- 5) Do rock, paper, scissors to see who goes first.
- 6) In order to proceed from the starting position to one of possible crime scenes, a team must answer a Project Specific question.
- 7) They get only one guess per turn.
- 8) When a team gets a question correctly, everyone moves with them to the spot they choose.
- 9) When they get to the chosen spot the team makes a guess as to what happened at that site, i.e. Lieutenant Ketchup on the basketball court with a smelly marker.
- 10) If any of the other teams have one of these cards, they must show them to the group that is guessing. The guessing team must keep track of the cards they have seen on their clue checklists.
- 11) Starting at that site, the next team follows this same procedure answering a project related question correctly to move to the next site and make a guess.



- 12) This procedure continues until the mystery is solved.
- 13) In order to solve the mystery, when a team believes that they have the answer, they must say "I would like to solve this mystery" followed by their official guess.
- 14) At this time, they open up the envelope. Regardless of if they guessed correctly, the game is complete when the envelope is opened.

*Note: For simplicity, cards and clue checklists can be obtained from the CLUE game that surely someone in your club may own. For those of you with a little more imagination you can create your own cards – one for each weapon, place and person.*





## **DRAWING BOARD**

### **MAIN SKILL:**

- Coaching

### **Other Skills:**

- Communication
- Team Building

### **Purpose:**

- To teach individuals how to give instructions accurately and how to ask specific questions to gain the information needed.

### **Benefits:**

- A quiet game.
- Outdoor or indoor game.

### **Materials:**

- A picture, drawn with a marker, on a large piece of white paper stuck up on a wall somewhere outside the meeting place.
- A piece of paper and a marker for each team.

### **Instructions:**

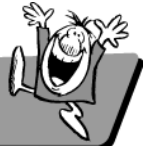
- 1) Using the TEAMING UP section of the FUN PACK divide members into groups of at least four.
- 2) In the first variation:
  - One person from the team is chosen as the drawer, that person is not allowed to talk at all.
  - One of the members of the team is chosen as the viewer and goes out into the hallway to look at the picture, (he/she can still be seen and/or heard by the team).
  - The rest of the team or at least two people from the team must ask the viewer questions about the picture. The viewer is not allowed to answer anything except "yes" or "no", to the rest of the team. The question askers might ask if the picture is a whole body, just a face, in profile or straight on, long hair, curly hair, smiling, etc.
  - The person with the piece of paper must draw the picture, as they hear it described to them, without asking any questions themselves.
  - The game continues until the picture is drawn.

### **Variation:**

- Each member of the team, except the drawer can go look at the picture one at a time.
- Then the drawer can ask each team member one question, and they can only answer the question "yes" or "no."
- This continues until the picture is drawn.

*Note: As you have more than one team you can decide how you want to play the game.*

## 4-H FUN PACK



*Teams can all play at the same time. This way you could have copies of the same picture in different parts of your hall or play area. The pictures created by each team could then be compared. Another option would be to have the teams complete the picture one after the other. This works well if you have a variety of activities going on where members are rotating through them. When all groups have completed the picture again, you could compare the creations.*

*Jane Maddin*





## ALL IN KNOTS

### MAIN SKILL:

- Coaching

### Other Skills:

- Communication
- Creating A Positive Environment
- Games That Build Leaders
- Group Dynamics
- Problem Solving
- Team Building

### Purpose:

- To have players start out in knots and then help each other unwind.

### Benefits:

- Partners must communicate with one another – talk and listen.
- Members will have to observe and learn.
- Members will learn skills in co-operation.
- Partners may need to help, or coach other groups to solve the problem.
- Leaders, parents and siblings can get involved.
- Players must think to solve a problem.

### Materials:

- no materials required

### Instructions:

- 1) Clear a large space.
- 2) Use the TEAMING UP section of the FUN PACK to divide the players into groups of six to seven. Each group stands in a circle, reaches out and holds any two people's hands across from them. No one person can hold both hands of another individual.
- 3) The challenge is to work together to untangle themselves without letting go of hands. Remind them to stay cool and discuss ways to unwind as they go. You'll be surprised at the knot experts who'll emerge! Be sure to let them take a bow!

### Variation:

- All but two players hold hands and form a circle.
- The circle group then twists over and under one another, without letting go of hands.
- The two players, the Knot Us team, help the group untangle itself by guiding them in where, when, and how to unwind.





## **UNIT SIX**

Conflict Management /  
Dealing with Difficult People



**“Keep cool;  
anger is not an argument.”**

**Daniel Webster**



## COMMITTEES, COMMITTEES, COMMITTEES

### MAIN SKILL:

- Conflict Management / Dealing with Difficult People

### Other Skills:

- Coaching
- Communication
- Creating A Positive Environment
- Group Dynamics
- Initiative Tasks
- Program Planning
- Team Building

### Purpose:

- To encourage the involvement of each member of the club, their parents, and leaders.

### Benefits:

- Encourages participation of members and parents. Parents and members take "ownership" of committees therefore feel satisfied.
- Gives everyone a purpose.
- Provides for distribution of workload.
- You are able to draw on the knowledge and ideas of everyone.
- People realize what it takes to run an active, successful club.

### Materials:

- copies of Committee signup sheet and pens/pencils or
- poster paper and markers

### Instructions:

- 1) Create a form similar to the one on the next page using the committees that are most useful to your club.
- 2) Provide one sheet that describes each committee and one that provides a place to sign up for these committees.
- 3) Each club can make its own rules regarding committee sign up
  - Some clubs make it mandatory to sign up for at least two committees
  - Some encourage whole families to sign up for a committee
  - The photocopied sign-up sheet can be handed out or the committees could be listed on posters and fun tacked to the wall. Everyone can write their name under the appropriate committee
- 4) You may want to list your committees as Standing or Ad Hoc
  - Standing are usually of a permanent nature. They tend to be formed every year and usually have the same task, year after year. An example might be a phoning committee.



- Ad Hoc committees are sometimes referred to as special committees and these are formed on a temporary basis. An example could be a committee to review the constitution. Once the job is done, the committee is dissolved.
- 5) Try to keep committees to 3-7 members depending on the responsibilities.
  - 6) Use a variety of people on each committee – young and old, experienced/inexperienced, members, parents and leaders.
  - 7) Be sure those signing up care about and understand the importance of the task and are not just signing up for recognition.
  - 8) Each committee should have a chairperson.
  - 9) Set a deadline for the committee to report back by.
  - 10) Reports should not be lengthy and can be oral, written or both. A written copy should be given to the secretary for each relevant meeting.
  - 11) The sheet below is just an example - each club would fill in its own committee titles.



## **COMMITTEE SIGN-UP SHEET**

Please put your name under the committees you would like to help with.

<b>COMMITTEES</b>	<b>Parents</b>	<b>Members</b>
<b>STANDING</b>		
1. BINGOS - Everyone will be expected to work, this is for scheduling		
2. COMMUNITY SERVICE PROJECT/CHARITY PROJECT		
3. DIARIES		
4. DISTRICT EVENT		
5. FUNDRAISING		
6. LUNCH		
7. MEETINGS – to plan and carry out a format for each meeting		
8. PROGRAM PLAN		
9. PUBLIC SPEAKING – this is to organize judges etc. and M.C. or find Masters or Mistresses of Ceremonies for the event		
10. THANK YOU – write cards or notes of thanks		
11. RECORD BOOKS – to help members fill in books and mark them		
12. WEIGH-IN or specific project function done each year		
13. ACHIEVEMENT DAY - Everyone will be expected to work, this is for organizing		
14. NATIONAL 4-H WEEK DISPLAY – can be set up at local bank, grocery store etc. during this week in November.		
<b>AD HOC</b>		
1. ACTIVITIES – to plan at each meeting or on a separate day. E.g. sports night, tobogganing, games at meetings etc.		
2. TRIPS – hotel information, bus information, events available, prices etc.		
3. REVIEW CONSTITUTION/BYLAWS		



# CONFLICT ANALYSIS ACTIVITY

## MAIN SKILL:

- Conflict Management / Dealing with Difficult People

## Other Skills:

- Communication
- Creating a Positive Environment
- Group Dynamics
- Problem Solving
- Team Building

## Purpose:

- To explore what can happen with unresolved conflict.

## Benefits:

- Opens lines of communication.
- People think about their actions.
- Encourages honesty.
- Members learn about conflict resolution.
- Parents see things from the members perspective and see the harm conflict can have on the members.
- There may be positive changes in personal relationships.

## Materials:

- flipchart and markers

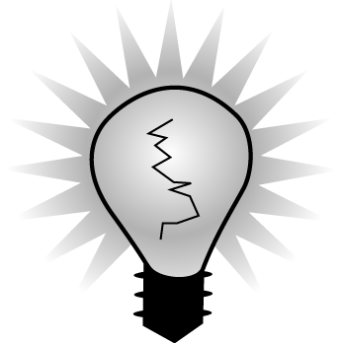
## Instructions:

- 1) This activity should be done separately – have parents and members do the same activity at different times or in separate rooms.
- 2) Have members (or parents) sit in a circle and do some brainstorming.  
Ask the questions:
  - “What is the worst thing that can happen to our club if we have unresolved conflict?”
  - “What’s the best thing that could happen to the club if we resolve all conflict and have good communication?”
  - “What things could the club do to avoid the “worst” and “get” to the “best?””
- 3) Write the answers to all the questions on a flipchart so they can be saved.
- 4) There are a variety of things that could be done with this information.
  - Before the parents answer these questions they could be shown the answers the members gave.
  - Member information could be kept confidential until after the parents have answered the questions.
  - Parents could use the information and come up with ways that they could get from “worst” to “best”, based on member answers.



*NOTE: This is an activity that helps leaders and club members to recognize problems and conflicts and improve the functioning of your club. If your club has had conflict in the past year this may be an activity you want to start the year with.*

*Clubs may also want to find someone outside the club to facilitate this activity. This person may be able to help the parents and members analyze the information and come up with suggestions to deal with the conflict issues they have. For more information on dealing with conflict contact specialists in your provincial 4-H program, he or she may be able to put you in contact with someone that can help.*





# PARENT MEETINGS

### MAIN SKILL:

- Conflict Management / Dealing with Difficult People

### Other Skills:

- Communication
- Creating a Positive Environment
- Group Dynamics
- Problem Solving
- Program Planning
- Team Building

### Purpose:

- To encourage parents to participate and give them opportunities to be involved in decision making.

### Benefits:

- Parents become more satisfied with the club and it's program plan.
- Parents have the opportunity to voice concerns without disrupting member meetings.
- Controversies can be limited and dealt with more freely.
- Parents feel freer to express opinions.
- Members do not have to witness parent personality conflicts.
- Sensitive issues can be discussed.

### Materials:

- paper
- pen or pencil

### Instructions:

- 1) If you find that parents are voicing a lot of opinions when you are trying to conduct general meetings, this may be a sign that another parent meeting is in order. As much as possible conflicts should be dealt with outside member meetings.
- 2) Go over the agenda with the general leader.
- 3) **PROGRAM PLAN:** Prepare a tentative program plan to present to the parents at their meeting before taking it to the members to approve. Members are great at coming up with ideas for activities but sometimes don't realize that all programs have limitations - this could be time commitment limitations, finances, etc. Parents should have the opportunity to give opinions on the plan before it is approved.
- 4) Use the following suggestions as a guideline to plan your parent meetings – some of these ideas promote parent involvement and help parents feel free to voice opinions.
- 5) **FEEDBACK:** Give each parent two slips of paper. On one they can write something they liked about last years program plan and/or a new idea for the upcoming year. For new parents this would just be a new idea they have or something they have seen and liked.



- 6) On the second piece of paper parents could make suggestions on how to change things from the year, pose a question and/or voice a concern.
- 7) Papers are collected – the two could be kept separate. The papers are not signed so what is written on them is anonymous. One at a time, the General Leader or Chairperson goes through each paper making comments, giving suggestions or explanations where necessary, based on what was written on the papers. Parents are encouraged to give opinions and suggestions also. Hopefully, by letting parents have the opportunity to speak will limit the amount of speaking (or criticism) that goes on outside the meeting.
- 8) **SHARED LEADERSHIP:** Break your parents into four groups and do the Shared Leadership Activity in the Problem Solving Section of the Fun Pack.
- 9) **BY-LAWS:** If possible the club bylaws should be made available to parents at a parent meeting if they have been written. They provide guidelines and a place to look when questions or problems occur. Having by-laws means the leaders and members have a place to look for solutions when a conflict comes up. It is a good idea to have the parents go through the bylaws so they are familiar with them.
- 10) Ask for suggestions for amendments could be made by the parents. The by-laws need to be approved by the members.





## CROSS-CULTURAL EXPERIENCE FANTASY

### MAIN SKILL:

- Conflict Management / Dealing with Difficult People

### Other Skills:

- Communication

### Purpose:

- To have members empathize with new immigrants and identify effects of culture on decisions.

### Benefits:

- To teach members empathy
- This would be a good exercise if someone from your club or group was leaving the country on an exchange or if you had someone arriving from another country

### Materials:

- photocopy of the exercise on the next page (one for each individual, one for each group, or one to read to the entire group)
- pens or pencils – one for each person or group.

### Instructions:

- 1) Pass out a pencil and copy of the exercise to each participant or group or read questions aloud to be answered.
- 2) After answering the questions, share your responses.

*Wendy Baker*



## CROSS-CULTURAL EXPERIENCE FANTASY EXERCISE

Your family has decided that they can no longer live in Canada. There are no jobs and the prospect of finding jobs is very slim. One of your neighbors moved to India last year and was able to find a job. The decision has been made to move your family to India. Your family has suggested that you go ahead, find a job and someplace for them to stay, and they will follow you in about six months. The day has arrived for you to leave and you have said your good-byes to your family and friends and are now seated on the airplane waiting for take off. The person sitting beside you says:

"Is this your first trip to India? You reply, "Yes" and the person says " What do you know about India?"

Write three things you might say:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

You have a very smooth flight to India, when you arrive at Customs, you hand your passport to the Customs Officer, he shakes his head, says something you do not understand, then points over to another officer. You haul all your stuff over there but you do not understand anything they are saying to you.

What do you feel?

\_\_\_\_\_

They finally appear to be satisfied with your passport and you are allowed out into the crowded airport. You look all around and cannot see anyone that even looks vaguely familiar. The family who moved to India last year is supposed to be here to pick you up but you cannot find them.

What do you feel?

\_\_\_\_\_

You have waited two hours and have no idea what you should do. You just sit and wait. You look around at the people in their strange clothes, with their strange language that you cannot understand.

What do you feel as you look and listen?

\_\_\_\_\_

People seem to be looking at you strangely and you begin to worry about what to do if these people do not come soon. As the people look at you...



What do you think they are thinking?

---

---

The family you have been waiting for finally arrives full of explanations as to why they are late. They take you to their home, which is only a very small apartment and tell you that you are welcome to stay there for a few days until you can find a job and a place to live.

What do you feel?

---

What do you want them to say?

---

They tell you that they know of a place that is hiring and that they will take you there the next day to see if you can get a job.

What kind of job do you expect to get?

---

The company says yes they will hire you and that you can start the next day. It is a shoe factory and you will be cutting out the leather for the tops of the shoes. You are to stand at a machine which has very sharp blades and if you do not move the blade very accurately you ruin the leather and the shoe cannot be made and you could possibly cut yourself very severely. You are not sure that you understand exactly what to do as the person who explained your job did not speak English very well and was very hard to understand. You worked in an office back home and have never had to stand all day to work.

Briefly list your impressions of your first day:

---

---

The other people in the factory are not very friendly and because you cannot speak their language you are finding it difficult to make any friends.

List your efforts:

---

---

You have been looking for a place to live, because there is not enough room for you at your friends. You have two choices. You can move in with a family who is from Canada or you can move in with an Indian family.



Which do you choose and why?

---

You are taking language classes at night and trying very hard to learn to speak their language but there are so many dialects that you find you cannot understand anything. You try very hard but feel you will never learn the new language. You get to work one morning and they tell you that they have made a rule that says you must speak their language and that you can no longer speak English at work.

What is your first thought?

---

When would you find yourself breaking the rule?

---

Christmas is fast approaching, Your family will not be with you for Christmas but the family you live with is very friendly and will help you get through Christmas.

List two other times when you would feel homesick?

---

---



# HIDDEN AGENDA

### MAIN SKILL:

- Conflict Management / Dealing with Difficult People

### Other Skills:

- Communication

### Purpose:

- To have group members see how roles in a group play out.

### Benefits:

- Opens lines of communication.
- People think about their actions.
- Encourages honesty.
- Members learn about conflict resolution.
- There may be positive changes in personal relationships.
- People realize what effect attitudes have on a group.
- Hopefully this activity will help members to see where changes in attitude can benefit the group.

### Materials:

- note cards with roles on them

#### *Examples of roles might be:*

- "I never agree with anyone."
- "I love to take a leadership role."
- "Everything is fun."
- "I don't like any fundraising."
- "I am afraid of criticism."

### Instructions:

- 1) Using an activity from the TEAMING UP section of the FUN PACK make groups of seven to fifteen people.
- 2) Give each person a note card and ask him or her to read it and keep what is written on it to themselves.
- 3) Have them think of ways they could play out their role in a group situation.
- 4) Give the group a task, such as building something or brainstorming an idea for an activity.
- 5) Allow the roles to play out.
- 6) Stop the role-play.
- 7) Facilitate a discussion with the following questions:
  - What was your role?
  - How did it affect your participation?
  - Are there roles among our group?
  - How does it affect participation?



*Sue Hutchinson*

## **JOSEPHINE DOLL**

### **MAIN SKILL:**

- Conflict Management / Dealing with Difficult People

### **Other Skills:**

- Games That Build Leaders
- Team Building

### **Purpose:**

- To illustrate the impact of negative comments on the individual.

### **Benefits:**

- Works with any age group.

### **Materials:**

- table paper, butcher block paper or white paper you roll to cover tables
- colored markers

### **Instructions:**

- 1) Roll out paper on tables.
- 2) On your paper draw a life size outline of a typical individual in your group and give the outline a name such as JOSEPHINE.
- 3) Take "Josephine" to the next meeting and sit her in a chair.
- 4) Once the meeting begins, introduce "Josephine" to the group.
- 5) Say something nice about "Jo" and something, not bad, but not so nice about "Jo".
- 6) The introduction could go something like this, "Everyone, I want you to meet my friend Josephine. We really have a lot of fun together, except that sometimes she has REALLY bad breath."
- 7) When you make the negative comment, rip off a piece of 'Jo' - and don't make it a tiny piece.
- 8) Invite the rest of the group to make negative comments about Jo. They can be about her hair, her appearance, her clothing or about her personality - it doesn't matter. Each person as they make the negative comment (try to make sure they don't get too negative/nasty) they rip off a piece of Jo.
- 9) Once everyone has finished with their remarks - you can invite them to make several, invite the group members to see if they can put "Jo" back together again.
- 10) Facilitate a discussion
- 11) Negative power of comments.
- 12) The impact of the individual on another.
- 13) Do all scars show on the outside?
- 14) What would positive comments have done to the team?



*Sandra Annison*

# ROLES AND LABELS

### **MAIN SKILL:**

- Conflict Management / Dealing with Difficult People

### **Other Skills:**

- Communication
- Games That Build Leaders

### **Purpose:**

- To observe how roles can play out in a group.

### **Benefits:**

- You can examine roles people play.
- You can identify both the positive and negative aspects of roles.

### **Materials:**

- post-it notes with labels or other "head band" type labels – use our suggestions below or think up your own
- paper
- tape
- string
- odds and ends

### **Instructions:**

- 1) Divide into groups of seven to fifteen people using the TEAMING UP section of the FUN PACK.
- 2) Give each person a role to "wear" on their head. Don't let them see it and put it on them as a head band type label.
- 3) Potential labels to work with:
  - ignore me
  - act surprised
  - laugh at everything I say
  - hang on my every word
  - none of my ideas are good
  - I confuse you
  - tell me to shut up
  - treat me like a kid
- 4) Tell the group that their task is to build a "tower" using the materials given (paper, tape, etc.)
- 5) Ask them to treat people according to their labels.
- 6) Designate at least two observers, who will not participate in the task. Have them begin the role-play, let it go on as long as they need to bring out some of the roles.
- 7) Stop the role-play.
- 8) Facilitate a discussion with the following questions:
  - What did you think your label said?
  - How did it affect your participation?



- Are there labels among our group?
- How does the label affect participation?





## **BALLOON TROLLEYS**

### **MAIN SKILL:**

- Conflict Management / Dealing with Difficult People

### **Other Skills:**

- Games That Build Leaders
- Team Building

### **Purpose:**

- To have a group move as a whole from one point to another with blown up balloons between each person without allowing the balloons to drop.

### **Benefits:**

- This activity that can be done anywhere.
- It's also good to do with a group that is having some problems so as to highlight those problems and help the group get past them and begin to work together effectively.
- Reinforces teamwork concepts and persistence in a group that works together well.

### **Materials:**

- one balloon per person

### **Instructions:**

**Scenario:** The group has been taken hostage and connected to each other with "magnetic" balloons that prevent the people from separating from each other. An opportunity to escape has presented itself as long as the group can move as a unit from one point to another.

- 1) Blow up the balloons and have the entire group line up with a blown up balloon between each person in the line being held up by the pressure of the bodies pressing together.
- 2) No one is allowed to touch the balloons with their hands or arms.
- 3) To increase the challenge, don't allow the group members to use their hands for anything including hugging each other to lock their bodies together.
- 4) If a balloon touches the ground, you can either have the group start over again or try to figure out a way of picking up the balloon and re-inserting it without losing anymore balloons. Even with their hands, this is hard.

### **Variation:**

- Add obstacles that the group has to go over, under or around to make it more challenging.
- Remember that the group will only have limited movement up or down.



## **SHARED LEADERSHIP**

### **MAIN SKILL:**

- Conflict Management / Dealing with Difficult People

### **Other Skills:**

- Coaching
- Communication
- Group Dynamics
- Problem Solving
- Team Building

### **Purpose:**

- To bring leaders and parents together to do some shared leadership.

### **Benefits:**

- Parents get a look at 4-H through the eyes of a leader.
- Hopefully leaders and parents will see the need for “Shared Leadership”.
- Increased communication.
- Leaders gain understanding from parents on some of the difficult issues they face.
- Leaders get ideas on how to solve problems.
- Leaders and parents work together – this contributes to “team building”.
- Continuity of leadership.
- People learn how to work in groups to solve problems.
- Workload is shared.
- Increased pride of and commitment to the club

### **Materials:**

- pen or pencil
- photocopied sheet

### **Instructions:**

- 1) Divide parents and leaders into four equal groups.
- 2) Hand out a copy of the sheet shown below to each group.
- 3) Assign each group one of the four scenarios listed on the next page.
- 4) Have each group assign a record keeper.
- 5) Ask each group to identify the source of the problem and think of a solution. Give a timeline, ten to fifteen minutes.
- 6) Go over comments and suggestions made

*Note: There are many responsibilities in leading a 4-H club and most people need help. In a club that shares the leadership the general leader is seen as an organizer and chairman and therefore needs to have skills in organization and delegation. Distribution of the workload, better communication, knowledge of club operation, and support in decision making are all benefits of using a shared approach to 4-H leadership.*



### **SHARED LEADERSHIP**

Consider these scenarios. Try to identify the source of the problem and think of a solution.

- 1) Sharon is the leader of the Quarter Pounder 4-H Beef Club. It's the end of February and things are really getting hectic. At home, calving season is in full swing. There are two big brown envelopes from the 4-H office sitting on top of the fridge that haven't been opened. The club's speak-offs are in two weeks and the judges haven't been contacted let alone any of the arrangements made. The members wanted to go on a tour of the packing plant this Friday and nothing is arranged yet. The club has promised to put on a program at the senior citizens lodge next month, the new members want help with training their calves to lead and that's only the start. Poor Sharon feels swamped and ready to quit.
- 2) John is the leader of the Woodworking Wizards. At the last meeting the members decided to go to a shopping mall for a fun day after their project session. Very few parents were at the meeting. On the day of the trip, there were lots of eager members there but no parents. Had the parents realized what the club's plans were and that they were needed, they would have been happy to keep that afternoon free.
- 3) It's September and the Fabulous Foods 4-H Club should be getting organized for the new year. Mrs. Thomson, last year's leader, has moved away over the summer. She had done everything for the club as her children were grown up and 4-H was her life. Because she had so much time to devote to 4-H no other adult was involved very much. Now the job of leader seems so foreign. No one wants to take it on.
- 4) Achievement Day for the Happy Trails 4-H Light Horse Club was supposed to be such an exciting and pleasurable day for everyone. Unfortunately, Sandy, one of the members, came in with a different horse than she had been using all year. She had worked hard during the year and had been involved in every aspect of the club's program. The morning of Achievement Day Sandy's 4-H horse was injured. Carol, the leader of the club, gave her the 'okay' to use the new horse. After the first class Carol had a hornet's nest on her hands. Sandy had won and everyone knew that she was not riding her 4-H horse. Parents were upset, members were angry and poor Carol didn't know what to do.

*Did you pinpoint the problem(s)? How about a solution? These are only a few situations that can erupt if the club leadership is not shared. You can likely think of others.*



## **UNIT SEVEN**

Games that Build Leaders



**“There comes that  
mysterious meeting in life  
when someone  
acknowledges who we are  
and what we can be,  
igniting the circuits of our  
highest potential.”**

**Author Unknown**



# ALPHABET GAME

### MAIN SKILL:

- Games that Build Leaders

### Other Skills:

- Coaching
- Communication

### Purpose:

- To use your imagination and communication skills to converse with another player.

### Benefits:

- Members use communication skills.
- Leaders, parents and siblings can get involved.
- Coaching and leadership skills can be used to encourage members.
- This is an excellent activity to help members with impromptu speaking.

### Materials:

- no materials required

### Instructions:

- 1) Using the TEAMING UP section of the FUN PACK help your members find partners.
- 2) Have the partners stand facing each other away from others.
- 3) One partner initiates a conversation with a sentence beginning with the letter A.
- 4) The other partner then says a reply starting with the letter B.
- 5) The first partner starts the next sentence with the letter C and so on.
- 6) If one person does not start talking with a word beginning with the right letter, they lose the contest.
- 7) This includes statements such as, "um, oh, etc."
- 8) If the players go through the alphabet twice, it is a tie, both are masters of the game.
- 9) The letter X may be omitted due to lack of appropriate words.
- 10) If groups are confident enough in their abilities, then challenge them to do it in front of the whole group.



## ARE YOU GOING TO KEEP YOUR NEIGHBOUR?

### MAIN SKILL:

- Games that Build Leaders

### Other Skills:

- Creating A Positive Environment
- Group Dynamics

### Purpose:

- To take turns being the leader.

### Benefits:

- Members have fun while becoming more comfortable leading.
- Members interact with one another.

### Materials:

- chairs for all participants except one

### Instructions:

- 1) Have the group members sit in chairs in a circle.
- 2) Ask for a volunteer to act as the leader.
- 3) The leader should stand in the center of the circle.
- 4) Each group member, including the leader, is given a number.
- 5) The leader then walks around the circle, stops and asks a member the question, "Are you going to keep your neighbor?"
- 6) There are two possible responses:
  - If the response is "yes", everyone in the group, including the leader, must run for another chair. Whoever is left standing becomes the leader.
  - The person may also say, "No, I will not keep my neighbors" (or whatever two numbers). The two people whose numbers have been called get up and move to take the seats on either side of the caller. The two people who have been sitting next to the caller, as well as the leader, must scramble for the two seats vacated by those whose numbers were called. The person who ends up without a chair becomes the leader for the next round.



# COUNT YOUR STARS

### MAIN SKILL:

- Games that Build Leaders

### Other Skills:

- Coaching
- Creating a Positive Environment
- Group Dynamics
- Problem Solving

### Purpose:

- To solve simple math problems.

### Benefits:

- Members must work as a group.
- Parents and siblings can get involved.
- A leader or leaders emerge from the groups.
- Participants sharpen their math skills.

### Materials:

- Paper
- Markers
- Safety pins or clothes pins

### Instructions:

- 1) Using the TEAMING UP section in the FUN PACK, divide group into two teams.
- 2) Each participant receives a piece of paper with a number on it (start from 0). The paper is to be pinned on them.
- 3) The leader, or Quiz Master, stands an equal distance away from each team and yells out a math problem, such as "2 times 8 minus 7" and the team must send the person wearing the correct answer - (9) - to the leader.
- 4) No talking is allowed on the team, the correct person must simply get up and run.
- 5) The first correct answer to the leader gets a point.

**Suggestion:** You may want to have the math problems with answers already typed or written out on separate slips of paper. They could be placed in a bowl and drawn out. This way anyone could be the Quiz Master and you could ensure that the answers will match the numbers you have given out.

**Challenge:** Have the answers to some of the problems be numbers higher than the numbers on the team members. This way the team will have to come up with a way to use more than one team member to take the answer to the Quiz Master.



## **RAZZLE DAZZLE**

### **MAIN SKILL:**

- Games that Build Leaders

### **Other Skills:**

- Creating a Positive Environment
- Group Dynamics

### **Purpose:**

- To allow different members to see what it is like to be a leader.

### **Benefits:**

- Quieter members can build confidence as leaders.
- Can be played anywhere you have a bit of space.
- Leaders, parents and siblings can get involved.
- Is simple and easy to play.
- Builds group dynamics through participation, not competition.
- Builds skills and co-operation.
- Encourages following rather than leading. In 4-H sometimes we need to be followers, rather than leaders.

### **Materials:**

- no materials required OPTIONAL: CD or cassette playing upbeat music

### **Instructions:**

- 1) Clear a space.
- 2) Have players make a long, single line behind a leader. Explain that the goal of Razzle Dazzle is for everyone to follow the movements of the person standing directly in front of him or her – not the actual leader.
- 3) For example, the leader can begin by slowly raising an arm. The second person in line follows the leader, the third person follows the second, and so on to create a wavelike effect. Practice for a while with the leader standing in place and trying a variety of movements.
- 4) When everyone gets the idea, divide into two lines with the two leaders facing each other. Assign one leader to initiate the movements and the other to mirror them, with those behind following along.
- 5) For a razzle-dazzle finale, break into four groups with the leaders facing each other in an "X" pattern. One leader initiates the action, with everyone in the respective lines following along.

*Note: Although this game is simple it creates an interesting scene.*





## **THE SWORD OF ZORRO**

### **MAIN SKILL:**

- Games that Build Leaders

### **Other Skills:**

- Coaching
- Creating A Positive Environment
- Group Dynamics

### **Purpose:**

- To use mime and imagination to create the appearance of a group sword fight.

### **Benefits:**

- Is a light-hearted activity that can be quite entertaining.
- Is simple, easy and fun to play.
- Creates a positive environment through fun.
- Allows creativity through drama.
- Brings out a different talent in members.

### **Materials:**

- no materials needed.

### **Instructions:**

- 1) Split the group in half or use a TEAMING UP activity from the FUN PACK to pair members.
- 2) Have the two teams line up facing each other.
- 3) Designate a leader for each group.
- 4) The groups are to fight as if they have swords in their hands.
- 5) Leaders take turns delivering the strokes, progressively increasing the number of strokes they may inflict on each turn.
- 6) Each leader has five different strokes:
  - As if to chop off the head of the opposing leader, in which case all the opposing team must duck.
  - As if to chop off the legs, all the opposing team must jump.
  - Striking clearly to the left, the actors jump to the right.
  - Striking clearly to the right, the actors jump to the left.
  - The leader thrusts his imaginary sword forward, the other team must jump back.



## TRUE LIES

### MAIN SKILL:

- Games that Build Leaders

### Other Skills:

- Coaching
- Communication

### Purpose:

- To use your imagination to create a story.

### Benefits:

- This game provides an opportunity for members to be leaders.
- Members use communication skills.
- Leaders, parents and siblings can get involved.
- Coaching skills can be used to encourage participation.

### Materials:

- several small objects that players can invent a story about, i.e. a key, a ring, or a book.

### Instructions:

- 1) Have members form a circle.
- 2) Give each participant an object to invent a story about.
- 3) Give participants time to think up the most outrageous story that they can come up with about the object.
- 4) After giving them time to do this, go around the circle, allowing each person to tell their lie.
- 5) After each one has told their story, have the group vote on who told the most far-fetched lie.
- 6) This person receives the dubious honor of being the least trustworthy in the group.



# FOUR CORNERS

### MAIN SKILL:

- Games that Build Leaders

### Other Skills:

- Conflict Management/Dealing With Difficult People
- Problem Solving
- Team Building

### Purpose:

- To teach empathy.

### Benefits:

- This activity can be done with any larger group.
- Does not require any materials.

### Materials:

- no materials required

### Instructions:

- 1) Four people are chosen from the group to be leaders. The group requires at least sixteen people.
- 2) Each of these four leaders is given a characteristic that will allow someone to join their group. (This is done in private) Something quite obvious i.e. glasses, jeans, tennis shoes, color of hair, etc. Each leader goes to a corner.
- 3) The remaining participants in SILENCE, walk and pass each of the leaders extending their hands, as if to shake. Each of the leaders shakes their head yes or no, as to whether or not they get to join his/her group.
- 4) When you join the group you stand behind the leader so that he/she may see the person that is coming next in line.
- 5) Hopefully, a few of the people will not be chosen.
- 6) You let these people pass all four leaders at least once, so they are rejected by one or two of the leaders twice.
- 7) You then call an end to the game and ask the leaders how they felt about having to reject people, how people felt about be accepted, and how those not chosen felt about not being chosen. Then ask each group if they can figure out why they were accepted to the group (You have not told the group that it is a physical characteristic). Sometimes they can figure it out and sometimes not.

*Hint: Select people that are normally quiet or that tend to hang back from the group to be leaders. This helps them gain confidence.*

*Molly Gallagher*



## THE HIDDEN OBJECT

### MAIN SKILL:

- Games that Build Leaders

### Other Skills:

- Creating A Positive Environment
- Problem Solving

### Purpose:

- To encourage observation of individuals in a group.

### Benefits:

- Can be done with any size group.
- Requires little or no preparation.

### Materials:

- Simple unobtrusive objects that can be easily hidden

### Instructions:

- 1) Send the individuals out of the room.
- 2) Take a thimble, ring, coin, bit of paper, or any small article, and place it where it is perfectly visible but in a spot where it is not likely to be noticed.
- 3) Let the group back in the room.
- 4) When an individual sees the "hidden object" he/she should quietly sit down without indicating to the others where it is.
- 5) Allow time for others to see the "object".
- 6) After a fair amount of time he/she should be told to point it out to those who have not succeeded in finding it, to ensure his/her having really seen it.





## **UNIT EIGHT**

### Group Dynamics



**“What’s important in life  
is how we treat each other.”**

**Author Unknown**



# HUMAN TIC TAC TOE

### MAIN SKILL:

- Group Dynamics

### Other Skills:

- Communication
- Creating A Positive Environment
- Games That Build Leaders
- Problem Solving

### Purpose:

- to create a fun atmosphere to build relations and get members communicating and thinking together.

### Benefits:

- Members learn the importance of everyone participating.
- Members must work together.
- There are opportunities to encourage others to participate.

### Materials:

- nine chairs or nine squares identified on the floor

### Instructions:

- 1) Place three rows of chairs evenly in the tic-tac-toe position.
- 2) Divide the players into two teams using the Teaming Up section of the FUN PACK.
- 3) Have the teams stand in lines facing the chairs.
- 4) When taking their turn, the members of one team indicate O by placing both hands on their head.
- 5) The other team is X and makes that sign by folding the arms across the chest.
- 6) A team begins by having it's first player select a chair, then sit in the chosen chair, facing the two teams while making his team's sign.
- 7) He holds this sign until Tic Tac Toe is completed.
- 8) Then the first player on the other team goes, following the same procedure.
- 9) The O's and X's continue to take turns.
- 10) Each player decides on his own, where he is going to sit.
- 11) Rules for paper Tic Tac Toe apply and when the game is over the winning team receives two points, losing team zero points and a tie is one point per side.
- 12) Then the players that participated go to the back of the line and play again.
- 13) See whose team makes it to five or ten first.



## **A ROOMFUL OF RAIN**

### **MAIN SKILL:**

- Group Dynamics

### **Other Skills:**

- Creating A Positive Environment

### **Purpose:**

- To use teamwork to fill the room with the cozy sounds of rain.

### **Benefits:**

- Participants see how working together in co-operation can get some interesting results.
- Members pay attention to others in the group.
- All members must participate to make the activity effective.

### **Materials:**

- no materials required

### **Instructions:**

- 1) Dim the lights and gather everyone in a circle. For a touch of drama, look up to the sky, put out your hand, and pantomime putting up an umbrella. "Looks like rain!"
- 2) Begin the rainstorm by rubbing your hands together. Starting on your left, invite players to join in, one at a time, around the circle. The gentle swishing creates the sound of soft rain.
- 3) Now snap your fingers. As each player around the circle switches, one after the other, from rubbing hands to snapping fingers, can they hear the rain get heavier? When everyone joins in, the torrent builds.
- 4) Finally, turn the rain into a storm by slapping your thighs and stamping your feet in turn, all around the circle.
- 5) To calm the storm, reverse the actions, slapping thighs, snapping fingers, rubbing hands until the last sound is that of just two hands rubbing and the rainstorm is over. As you flip on the lights, say, "Ah, sunshine!"

### **Variation:**

Players can also make the sounds on each others' backs.

Instead of:

- Rubbing hands, they rub a person's back
- Snapping fingers, they gently tap a person's back using their fingertips
- Slapping thighs, they gently slap a person's back using the palms of their hands





# BUDDY BUDDY

### MAIN SKILL:

- Group Dynamics

### Other Skills:

- Creating a Positive Environment
- Team Building

### Purpose:

- To teach members the importance of looking out for one another.

### Benefits:

- Leaders, parents and siblings can get involved.
- Is simple and easy to play.
- Builds group dynamics through participation.
- By varying "Buddies" you can encourage members to interact with one another.

### Materials:

- no materials required

### Instructions:

- 1) Clear a space.
- 2) Select someone as "It" and pair the rest as "Buddies." (Use "Well Known Pairs" game from the section TEAMING UP section of the FUN PACK). The Buddies form two circles, one inside the other. One partner is in the inner circle, walking clockwise; the other is in the outer circle, walking counterclockwise. "It" sits in the center of the circle.
- 3) Before each round, "It" secretly picks a number from 1 to 50. As "It" counts aloud, the Buddies in the two circles walk around in opposite directions. When "It" reaches the preselected number, he or she yells, "Buddy Buddy!" and all the partners have to find each other, place hands on each other's shoulders, and immediately squat or sit.
- 4) The last twosome to squat must join "It" inside the inner circle. "It" shares with them a new number, and next round, all three count it aloud.
- 5) As more players join "It" in the center, the counting becomes louder and louder, and the remaining Buddies fewer and fewer.
- 6) And finally, when only one pair is left, both take their bows.

### Variation:

For younger children, "It" can be a fox, and Buddies, chicks. Instead of calling out "Buddy Buddy!", Fox calls out "Suppertime!"



## **GROUP MATCH-UP**

### **MAIN SKILL:**

- Group Dynamics

### **Other Skills:**

- Coaching
- Creating a Positive Environment
- Initiative Tasks
- Problem Solving
- Team Building

### **Purpose:**

- To learn some of the concepts used to make your 4-H club a success.

### **Benefits:**

- Activity is done as a group which contributes to the dynamics of the group.
- Parents and members put names to topic areas.
- Identifies the roles of leaders, parents and members.

### **Materials:**

- paper
- pen or pencil
- Or use the following two pages to complete the game. They can be photocopied, laminated and cut apart if desired. (Before cutting terms apart be sure you have a record of the words and their definitions.)

### **Instructions:**

- 1) Divide parents and/or members into two to four groups. (Use the Teaming Up section of the FUN PACK).
- 2) Using the words and definitions supplied and have the groups match them up correctly. There are a couple of ways this could be done:
- 3) Make cards – one with the definition, one with the word
- 4) Put the word up on a flip chart, make cards with the definitions to be fun tacked or written up beside the word that the definition describes.
- 5) Ask for questions or comments.



<p><b>MEETING MANAGEMENT</b></p>	<p>The job of making meetings as fun and educational as possible. Taming the “meeting monsters” is also part of this job.</p>
<p><b>CONFLICT MANAGEMENT</b></p>	<p>Trying to solve and/or deal with problems that arise within the club through leadership, diplomacy and communication.</p>
<p><b>PARLIAMENTARY PROCEDURE</b></p>	<p>Based largely on common sense and courtesy. Provides for good manners and an orderly plan to follow at a business meeting.</p>
<p><b>GROUP DYNAMICS</b></p>	<p>The interacting forces within a small group.</p>
<p><b>TEAM BUILDING</b></p>	<p>The promotion of positive interaction of a group of people.</p>
<p><b>COACHING</b></p>	<p>Preparing and guiding others in a positive manner and in a way that readies them for activities and/or experiences.</p>
<p><b>POSITIVE ENVIRONMENT</b></p>	<p>Achieved through enthusiasm, excitement, interest and motivation.</p>
<p><b>COMMUNICATION</b></p>	<p>To get into connection with someone. To convey a message.</p>



<b>INITIATIVE TASKS</b>	Activities and/or ideas that get people involved.
<b>PROGRAM PLAN</b>	The goals, activities and meetings of a club for one year. It tells what the club is doing and when. It may also include who is responsible for each part of the plan.
<b>GENERAL LEADER</b>	Has the primary responsibility to lead the club through its annual work – needs skills in organization and delegation.
<b>ASSISTANT LEADER</b>	Supports the general leader and carries out designated duties.
<b>PROJECT LEADER</b>	Teaches members technical knowledge and project skills.
<b>PARENT</b>	This individual may volunteer for committees, transport 4-Hers to meetings, activities etc., provide support to leaders and members, and perform other miscellaneous duties often with very little recognition.
<b>MEMBER</b>	Someone registered in a 4-H club.



# SIMON IN A BIND

### MAIN SKILL:

- Group Dynamics

### Other Skills:

- Communication
- Creating a Positive Environment
- Team Building

### Purpose:

- To teach members to work together as a team.

### Benefits:

- Leaders, parents and siblings can get involved.
- Is simple and easy to play.
- Builds group dynamics through participation.
- Can show the connections people have with one another.
- Shows how we depend on one another.
- Shows that everyone needs to participate to achieve success no matter what the situation.
- Shows that when one person does not fulfill their responsibilities it can effect everyone involved.

### Materials:

- no materials required

### Instructions:

- 1) Have everyone stand in a circle and link arms.
- 2) Once everyone's linked, challenge their cooperation skills with a simple game – "Simon Says."
- 3) That is, when you call out a command preceded by "Simon says," everyone in the group tries to complete it with arms hooked. Those commands not preceded by "Simon says" are ignored.
- 4) Here are some Simon calls to include: (Be sure to do some without saying "Simon says.")
  - Lift your elbows as far as they can go
  - Bend over as far as you can
  - Scratch your right ear
  - Scratch your left ear
  - Squat down
  - Touch your nose
  - Touch your right hand with your left hand
  - Walk around in a circle to the right
  - Hop up and down
- 5) When the game is over – and before everyone's unhooked – invite them to applaud themselves for a job well done. Then talk about some of the benefits



mentioned above.



# WHAT ARE YOU DOING?

### MAIN SKILL:

- Group Dynamics

### Other Skills:

- Creating A Positive Environment

### Purpose:

- A wonderful way to perform a task – through pantomime and pretend!

### Benefits:

- Uses imagination.
- Creates an environment for fun.
- Members interact with each other.

### Materials:

- no materials required

### Instructions:

- 1) Divide participants into groups of ten or so using an activity from the TEAMING UP section in the FUN PACK.
- 2) Have each group form a circle.
- 3) A designated player in each circle begins by pantomiming a task, such as washing the car, feeding the cat, painting a fence, and so forth.
- 4) The player on the right asks, "What are you doing?" The first player responds with a task different from what's actually being pantomimed. For example, while Amy pantomimes painting a fence, she responds with, "I'm washing the dog."
- 5) The second player immediately begins to pantomime washing the dog, and the player on his or her right repeats the question, "What are you doing?" While continuing to wash the dog, the second player answers with something like, "I'm driving my car."
- 6) This pattern goes on around the circle, with players continuing their actions even after their turns are over. Soon the circle's hoppin' with hustle and humor.



## GETTING TO KNOW YOU YARN GAME

### **Main Skill:**

- Group Dynamics Other Skills:

### **Other Skills:**

- Communication
- Creating a Positive Environment

### **Purpose:**

- To help group members introduce themselves to the group or to get to know familiar group members better.

### **Benefits:**

- This is a good activity for many age levels.
- It helps individuals introduce themselves therefore is great for developing public speaking skills.

### **Materials:**

- ball of yarn

### **Instructions:**

- 1) Stand in a circle.
- 2) Take a ball of yarn and say the name of the group member that you are throwing it to.
- 3) When the member receives the yarn they can introduce themselves and give one or more details about himself/herself.
- 4) By the end of the game you have a spider web.
- 5) You can then pull on the yarn and talk about how everyone is connected (because everyone will feel the pull), or ask what happens to the web if someone isn't there.

### **Variation:**

In a group where members don't know one another they could say something like "delegate with the yellow shirt" or "member with the red and white cap" when throwing the ball of yarn.

In groups where members are more familiar with one another they could say something that they know the member is good at. i.e. "great public speaker", "good friend", "great sense of humor".





## THE COLORS GAME

### MAIN SKILL:

- Group Dynamics Other Skills:

### Other Skills:

- Communication
- Creating a Positive Environment

### Purpose:

- To help new members get to know each other and to help familiar members get to know one another better.

### Benefits:

- Simple to organize.
- Will not intimidate even shy members.
- Can work very well with small and medium sized groups. Large groups may need to divide into older and younger members.

### Materials:

- large bag of M&M's

### Instructions:

- 1) Pass M & M's around telling members to take three to five of different colors.
- 2) When the candies have been passed out, explain that they need to say their name and the following things based on the color of the candies that they selected.

### M & M'S COLOR CODE

- Dark Brown - Favorite TV Show
- Light Brown - Favorite Movie of the past year
- Yellow - Favorite Sport
- Red - Favorite Singer/Band/ Type of Music
- Blue - Favorite Vacation
- Green - Favorite Fast Food Restaurant

### Suggestion:

You could create a chart to post at the meeting with the M & M's Color Code on it.





# **UNIT NINE**

## Problem Solving



**"The impossible is  
often untried."**

**Jim Goodwin**



## BANDANA KNOT

### Main Skill:

- Problem Solving

### Other Skills:

- Creating A Positive Environment
- Games That Build Leaders

### Purpose:

- To use creativity to solve a problem.

### Benefits:

- Demonstrates how even a seemingly insurmountable problem can be solved with creativity.

### Materials:

- one bandana or piece of string for each individual

### Instructions:

- 1) The challenge is to tie a knot in a bandanna without letting go of the ends.
- 2) Have the members try to do it without direction.
- 3) Really, play this up - let them have a good long try at it.
- 4) At some point, if they haven't discovered how to tie the know, show the group how. Fold your arms first. Grab the ends of the bandanna (this will be slightly awkward), slowly unfold arms, thus tying a knot.

*Hint: This is a good introduction for a group that has never done creative problem solving games or initiative tasks. It introduces the concept of thinking outside the box.*





## CREATIVE CATEGORIES

### MAIN SKILL:

- Problem Solving

### Other Skills:

- Coaching
- Communication
- Creating a Positive Environment
- Games That Build Leaders
- Group Dynamics
- Team Building

### Purpose:

- To get team members to think fast and pool their knowledge.

### Benefits:

- Members learn more about their project.
- Members work together and co-operate.
- Members must discuss things with one another.
- Leaders emerge from the groups.

### Materials:

- pencils
- two sheets of paper for each team of four

### Instructions:

- 1) Divide the group into four teams using suggestions from the TEAMING UP section of the FUN PACK.
- 2) Give each team a pencil and two sheets of paper.
- 3) Each team designates a team scribe who writes the four categories decided on by the leader at the top of each side of paper. Each team has the same categories. Here are some ideas. These suggestions are general and can work for any group:

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| • Things that are soft              | • Words with two letters             |
| • Cities in our province            | • Things that change colors          |
| • Mountains of the world            | • Ways to greet others               |
| • Things that are round             | • Things that make unpleasant noises |
| ▶▶ Things that come in pairs        |                                      |
| • Things that grow taller over time |                                      |

### Here are some more project related suggestions:

- |                             |                       |
|-----------------------------|-----------------------|
| • Parts of a sewing machine | • Judging terms       |
| • Parts of a beef animal    | • Diseases            |
| • Parts of a horse          | • Breeds of livestock |



- Provincial 4-H programs



- 4) Give teams a specified time limit to meet together as a group and list all they can think of for each category – ten minutes is suggested but you may want to vary this depending on the category you are using. One minute may be ample for some categories.
- 5) Team members call things out, and the scribes jot them down.
- 6) When time's up, bring everyone together. Identify a category and ask a team scribe to read his or her list of items aloud. Teams with the same item raise their hands and their scribes score it according to the following:
  - Items listed by only one – three points
  - Items listed by two teams – two points
  - Items listed by three teams – one point
  - Items listed by all four teams – zero points
- 7) Continue in this way with a different scribe reading the list aloud for each of the four categories.
- 8) Teams then compute their total scores. The team with the highest score can celebrate by letting out a silent cheer – one with lots of action but no sound!



## **FRISCO'S FOX-HOLE**

### **MAIN SKILL:**

- Problem Solving

### **Other Skills:**

- Coaching
- Communication
- Games That Build Leaders
- Group Dynamics
- Team Building

### **Purpose:**

- A group plays sleuth as everyone shares clues about Frisco the Fox. Frisco has himself in a hole and needs you to solve this mystery to free him from his fox-hole.

### **Benefits:**

- The group will learn to work together to solve a problem.
- Players will use public speaking skills and listening skills to communicate with one another – talk and listen.
- Players may need to help, or coach one another to solve the problem.
- Leaders, parents and siblings can get involved.

### **Materials:**

- markers and a board to write on or the hand-out
- clues - at least one to each member of the group

### **Instructions:**

- 1) Write on a board or give each player a handout with the information: What's Missing? Who Took It? Where Is It? - provided after the instructions to this game.
- 2) Read this aloud to the players:
  - Frisco the Fox, world famous 4-Her, is very upset. In fact, he's so upset, he's refused to come out of his hole for his guest appearance at the National 4-H Clever and Cunning Conference until the mystery is solved. Frisco states "I can't come out of my hole until it's found".
- 3) Explain that the challenge is to solve Frisco's mystery as a group by sharing clues and piecing together the evidence.
- 4) Hand out the clues – at least one to each player. Clues are printed below.
- 5) Participants begin by reading aloud their clues, discussing them, and then figuring out as a group what Frisco is missing, who took it, and where it is.





- 6) There are only two rules:
  - Don't write anything down or mark your paper in any way.
  - Don't let anyone see your clue.
- 7) Invite players to randomly read aloud their clues, and, based on this shared information, solve Frisco's mystery of what, who, and where.

**Answer:**

Frisco's hairpiece was taken by Ruffles the dog and can be found under Frisco's bed.

**Variation:**

Make enough duplicate clues so you can divide a large group into smaller groups. Then time each group to see which one can solve Frisco's mystery the fastest.



## CLUE SHEET CHOICES

Each group gets this list

### What's Missing?

A new kitten  
An opera ticket  
A hair piece  
A red convertible  
A favorite cookie recipe  
A diamond earring

### Who Took It?

Ruffles, his dog  
Sam Slick, his leader  
Lisa Lafox, his girlfriend  
Fred Fox, his friend  
Cousin Cunning Kelly

### Where Is It?

At the bottom of the lake  
Under the bed  
In the wash  
Up in a tree  
In his soup

### Clues

Photocopy this list of clues and cut them into strips. Hand out at least one to each member of the group. All clues must be handed out. Some members will have more than one clue.

- Frisco likes only Big Band music.
- Frisco is allergic to cats.
- Frisco is bald.
- Frisco doesn't own a car.
- Frisco can't cook.
- Frisco's only piece of jewelry is a ring.
- Sam Slick's in bed with the flu.
- Lisa LaFox is out of town making her first movie, "Computerchase."
- Fred Fox is completely innocent.
- Cousin Cunning Kelly is on a safari in Africa.
- Frisco never eats soup.
- There are no trees around Frisco's apartment.
- Ruffles likes to play under Frisco's bed.
- It's not in water.
- Frisco loves animals.
- Sam Slick regularly attends the opera.
- Fred Fox loves to make homemade cookies.
- Lisa LaFox loves diamonds.
- Fred Fox often goes fishing.



## LAST DETAIL

### MAIN SKILL:

- Problem Solving Other Skills:

### Other Skills:

- Creating A Positive Environment

### Purpose:

- To identify how a person changes their appearance.

### Benefits:

- Members use communication skills.
- Parents, siblings and leaders can participate.
- Needs very little preparation and can be facilitated by virtually anyone.
- Can be an opportunity to develop leadership skills in younger members.

### Materials:

- no materials required

### Instructions:

- 1) Have one person sit facing the rest so that they can observe him/her.
- 2) Then the person turns his/her back to the others and changes six details about the way he/she looks – details that can be seen without the observers needing to touch or move anything. i.e. put your necklace backwards, do up one button, put your hair behind your ear.
- 3) Turning back, he/she lets the others guess the changes.
- 4) The person who guesses correctly the sixth detail gets to go next.



## **NAMEMATES**

### **MAIN SKILL:**

- Problem Solving

### **Other Skills:**

- Communication
- Creating a Positive Environment
- Games That Build Leaders
- Group Dynamics

### **Purpose:**

- Players put their heads together to create a list of words.

### **Benefits:**

- Members work together as a group and brainstorm.
- Members develop knowledge in their project area.
- Opportunity to develop member's leadership skills.

### **Materials:**

- paper and pencils for groups of four

### **Instructions:**

- 1) Using an activity from the TEAMING UP section of the FUN PACK, divide participants into groups of four.
- 2) Give each group of four a paper and a pencil, have a designated scribe print the first name of each team member in bold letters on the sheet of paper.
- 3) Each group's challenge is to see how many words they can make from the letters in their names, in five minutes. (Proper nouns don't count.)
- 4) When time's up, invite each group to stand and share the five words they're most proud of.
- 5) Pay special tribute to the group who had the:
  - The most words
  - The most words longer than three letters
  - The longest word

### **Variation:**

- To increase the length of word lists, tell the groups to use the letters from the first names of teammates as well as the last name of one teammate they select.
- Challenge members to find words that are related to a certain 4-H topic; i.e. judging, public speaking, grooming and showing, cooking, canine, computers, beef, sheep, etc.



# TIES THAT BIND

### MAIN SKILL:

- Problem Solving

### Other Skills:

- Coaching
- Communication
- Conflict Management/Dealing with Difficult People
- Creating a Positive Environment
- Group Dynamics
- Team Building

### Purpose:

- To have partners work together to solve a knotty problem.

### Benefits:

- Partners must communicate with one another – talk and listen.
- Members will have to observe and learn.
- Members will learn skills in co-operation.
- Partners may need to help, or coach other groups to solve the problem.
- Leaders, parents and siblings can get involved.

### Materials:

- three-foot length of string for each player

### Instructions:

- 1) Pair players as partners using the section in the FUN PACK called TEAMING UP.
- 2) Give each person a length of string.
- 3) Have one partner of each set tie the ends of the string around his or her left and right wrists.
- 4) Now the other partner ties an end of his or her string around one wrist and loops the other end over the partner's string, before tying the remaining end to his or her other wrist.
- 5) The challenge for the partners is to disconnect themselves without breaking or untying the string. Can they do it? It won't be easy, but once a couple figures it out, they can help the others free themselves.
- 6) At the end, discuss all the different ways you observed partners working together.

*Hint: One player slips the middle of his/her string under the other partner's wrist loop and over the partner's hand.*





## TOP SECRET LEADER

### MAIN SKILL:

- Problem Solving

### Other Skills:

- Creating A Positive Environment
- Games That Build Leaders

### Purpose:

- To have someone guess who the leader of the group is.

### Benefits:

- All members must participate and pay attention to make the game successful.
- Members learn to work together and co-operate.

### Materials:

- no materials required

### Instructions:

- 1) Ask a volunteer to be "It" and leave the room.
- 2) The rest of the group selects a Top Secret Leader to lead them in a series of actions, such as winking, clapping, and arm-raising.
- 3) When "It" returns, he or she stands in the center to observe while the group tries to imitate the leader's actions – without indicating who the leader is.
- 4) "It" has three guesses to figure out just who is leading whom.
- 5) If correct, Top Secret Leader becomes the new "It." If incorrect, select a new "It" and play again.



# WORD DOODLES

**Main Skill:**

- Problem Solving

**Other Skills:**

- Creating A Positive Environment
- Communication

**Purpose:**

- To have individuals use creative thinking to solve 'doodles'.

**Benefits:**

- Can be done as an individual problem.
- Can be done as a group problem.

**Materials:**

- a copy of word doodles for each small group. You can use ours and/or obtain others from puzzle books.

**Instructions:**

- 1) Use the TEAMING UP section of the FUN PACK divide into groups of three or four.
- 2) Hand out a copy of the word doodles.
- 3) After ten minutes or so see how many groups had all the problems solved.

Here are a few examples of Word Doodles:

<b>Eggs easy</b>	<b>greenvy</b>	<b>He's/himself</b>	<b>   oo</b>	<b>hist.ory</b>
----------------------	----------------	---------------------	------------------	-----------------

**Answers:**

- eggs over easy
- green with envy
- he's beside himself
- circles under the eyes
- a period in history

*How did you do?*



## **ALL ABOARD**

### **MAIN SKILL:**

- Problem Solving

### **Other Skills:**

- Initiative Tasks
- Team Building

### **Purpose:**

- To get everyone onto a small support with no one being eaten by the shark.

### **Benefits:**

- Active game that can be done anywhere.
- Any size group.

### **Materials:**

- something that can support the entire weight of the group - gym mat would work

### **Scenario:**

The group's ship has sunk and they are now swimming in shark infested waters. Every once in a while a shark comes along to see if there is anyone in the water that can be eaten.

### **Instructions:**

- 1) The group is standing around the support object.
- 2) When the facilitator yells "shark", the group has 60 seconds to get everyone onto that object of support and hold it for ten seconds before the shark (you) gets there and swims around looking for someone to eat.
- 3) If the shark finds someone not fully supported by the object, the shark will take that person out of the game and have them sit on the side and observe and be prepared to share their observations of the group during the debrief.
- 4) Each time the shark leaves, everyone has to get off of the object and "tread water" around the object or it will sink.
- 5) You can use your own time limit on the game. Having the shark attack three times may be enough. Use your imagination to create your own end to the game.

### **Variation:**

This activity can have some powerful lessons for any group, beginning or experienced. Normally teamwork is encouraged but it can be interesting to see what happens when the objective has an "everyone for themselves" attitude. Doing this activity a few times and increasing the objective to the point where no one is allowed to die and if they do, they have failed at the challenge. Use it carefully and make sure you do a good job of the debrief to pull the lessons out. Make sure that whatever you use to support the group can actually support the group.





## **SWITCHING PLACES**

### **MAIN SKILL:**

- Problem Solving

### **Other Skills:**

- Games that Build Leaders
- Initiative Tasks
- Team Building

### **Purpose:**

- For one group to switch places with the other group and end up with each group on the other bench in the same order they were at the start and facing each other.

### **Benefits:**

- This is a deceptively simple challenge that may take numerous attempts to successfully complete.
- When the whole group succeeds their sense of accomplishment is incredible.
- Active activity that can be done anywhere.
- Any group size although if there are much more than thirty, you might need to modify the objectives.

### **Materials:**

- Long benches or very sturdy chairs. You want something relatively narrow and just high enough off the ground to make a fall obvious but not dangerous.

### **Scenario:**

The group is balancing on two smalls limbs or beams across a canyon. The two limbs face each other – one on one side of the canyon, one on the other side. The two limbs don't quite meet in the middle. The two sets of people have to switch places for everyone to survive.

### **Instructions:**

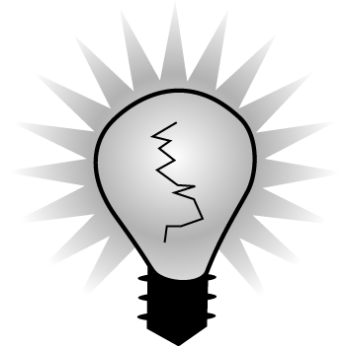
- 1) Use the TEAMING UP section of the FUN PACK to divide the group into half.
- 2) With two benches lined up with a gap in between the benches, half of the group stands on one bench and the other half stands on the other bench.
- 3) Each group is standing, lined up and facing the other group.
- 4) You are not allowed to come into contact with the ground or any other object other than the benches and other people on the benches.
- 5) If anyone does contact something, both groups return to their original positions and start over.

### **Variation:**

Have the group start all mixed up as one group and have them line up according to their birth dates, height or any other sequencing idea.



*Note: This is a deceptively simple initiative task that if set up properly can have amazing results. The first time that you do it, you might want to make sure that the groups aren't too crowded on the benches. If the group is experienced at these challenges or were successful at this one already, try to squeeze them onto an area that they barely fit.*





## **REVERSING PYRAMID**

**MAIN SKILL:**

- Problem Solving

**Other Skills:**

- Communication
- Games that Build Leaders
- Initiative Tasks
- Team Building

**Purpose:**

- To reverse a pyramid shape by only moving 3 people.

**Benefits:**

- Teaches creative thinking and leadership.
- Quiet activity that can be done anywhere.
- Works on problem solving and thinking skills.

**Materials:**

- no materials required

**Instructions:**

- 1) Must be done with groups of ten individuals.
- 2) Have the ten people stand in a triangle formation with one row of four, one row of three one row of two, and one row of one.
- 3) By only moving three people, flip the triangle so that the top is now at the other end.

**Variations:**

- Flip a larger triangle using a larger number of people and moving four people.
- Try different combinations to make it difficult.
- One solution just in case you need it.
  - 0 moves up to the third row
  - 4 moves down to the third row
  - 1 moves up to the top row

<b>Step one</b>	<b>Step two</b>	<b>Step three</b>	<b>Step four</b>
1 2 3 4	1 2 3 4	1 2 3	1
5 6 7	5 6 7	5 6 7	2 3
8 9	8 9 0	8 9 0 4	5 6 7
0			8 9 0 4



## ALL IN KNOTS

### MAIN SKILL:

- Problem Solving

### Other Skills:

- Coaching
- Communication
- Creating A Positive Environment
- Games That Build Leaders
- Group Dynamics
- Team Building

### Purpose:

- Players start out in knots and then help each other unwind.

### Benefits:

- Partners must communicate with one another – talk and listen.
- Members will have to observe and learn.
- Members will learn skills in co-operation.
- Partners may need to help, or coach other groups to solve the problem.
- Leaders, parents and siblings can get involved.
- Players must think to solve a problem.

### Materials:

- no materials required

### Instructions:

- 1) Clear a large space.
- 2) Divide the players into groups of six to seven. Each group stands in a circle and holds any two people's hands across from them.
- 3) The challenge is to work together to untangle themselves without letting go of hands. Remind them to stay cool and discuss ways to unwind as they go. You'll be surprised at the knot experts who'll emerge! Be sure to let them take a bow!

### Variation:

All but two players hold hands and form a circle. The circle group then twists over and under one another, without letting go of hands. The two players, the Knot Us team, help the group untangle itself by guiding them in where, when, and how to unwind.





## **UNIT TEN**

Meeting Management /  
Parliamentary Procedure



**“Where we all think  
alike  
no one thinks  
very much.”**

**Walter Lippmann**



# BUDDY SYSTEM

### MAIN SKILL:

- Meeting Management / Parliamentary Procedure

### Other Skills:

- Teaming Up

### Purpose:

- To make meetings run more smoothly and ensure that members receive the necessary information.

### Benefits:

- Encourages communication between members.
- Helps members get to know one another.
- Gives members more confidence to speak out or ask questions.
- Allows older members to take more responsibility.
- Creates bonds between members.
- Members will be more attentive to what is going on in the meeting using this seating arrangement.
- Gives older members a “purpose”.

### Materials:

- slip of paper for each participant
- pen or pencil

### Instructions:

- 1) Members will form groups of two – that is “Buddies”.
- 2) The pairing will be done so that older club members will be paired up with younger club members.

Suggestions for pairing:

- The Well Known Pairs game from TEAMING UP section of the FUN PACK.
  - The imaginations of your members to come up with an idea for making pairs.
- 3) When the meeting begins have these newly formed “buddies” sit together.
  - 4) Older members will help younger ones get all the information they need.



## MEETING MANAGEMENT WORD SEARCH

### MAIN SKILL:

- Meeting Management / Parliamentary Procedure

### Other Skills:

- Coaching
- Communication
- Creating a Positive Environment
- Group Dynamics
- Problem Solving

### Purpose:

- To find the words below in the Word Search.

### Benefits:

- Teaches members Executive Positions.
- Members learn Meeting Management and Parliamentary Procedure terminology.
- Members can work together as a group to solve the word search.

### Materials:

- Large size word search and markers (to complete as a group), or
- a photocopy of the word search and a pen or pencil (to complete individually).

### Instructions:

- 1) Post the large word search on the wall or on a flip chart and have the members work together to solve it, or hand out a photocopy to each member to complete individually.

### Variation:

To make this game more of a challenge you could put the members into groups and have each group complete the word search separately. You could then time each group and see which one can do the word search the fastest. This challenge could also be done individually.





# Meeting Management

P N T M T K D A K C C C P E N  
 A P Z N A R N E O K A G C C O  
 R I R E E N E M B L L N O O I  
 L L P E O M M A L A E P T N S  
 I S A U S I D T S D T N C F S  
 A S N I T S O N N U E E H L U  
 M C N T C O R O E D R G A I C  
 E D E O R N P E I M N E I C S  
 N E E D I S A S P I M H R T I  
 T J E S E T E N T O M A M S D  
 A R R R S R O O I V R O A N N  
 R Z R V P A V M U F H T N U A  
 Y O V I C E P R E S I D E N T  
 C J C I T A M O L P I D R R S  
 S E C R E T A R Y L E A D E R

AMMENDMENT  
 CHAIRMAN  
 CORRESPONDENCE  
 DISCUSSION  
 MOTIONS  
 PRESIDENT  
 SPEAK  
 VICEPRESIDENT

ANNOUNCE  
 COMMITTEE  
 DEBATE  
 FINANCIAL  
 PARLIAMENTARY  
 PRESSREPORTER  
 STAND  
 VOTING

CALLTOORDER  
 CONFLICTS  
 DIPLOMATIC  
 LEADER  
 PASSED  
 SECRETARY  
 TREASURER



## MEETING PARTICIPANT'S QUESTIONNAIRE

### MAIN SKILL:

- Meeting Management / Parliamentary Procedure

### Other Skills:

- Coaching
- Games That Build Leaders
- Group Dynamics
- Problem Solving

### Purpose:

- To help members realize good meeting etiquette. To help members make their own meeting experience more beneficial.

### Benefits:

- Teaches members to think about what is going on in the meeting.
- Members will try to make the meetings more successful.
- There will be fewer distractions from members as they learn how they can improve their conduct.

### Materials:

- Questionnaire
- pencil

### Instructions:

- 1) This questionnaire can be handed out at any time. It can be used as an opening activity or a closing activity. It could also be used to help members evaluate themselves after the meeting is over.
- 2) Members should answer the questions on the questionnaire.
- 3) Have members count up their answers and compare them to the evaluation at the end of the questionnaire.



## MEETING PARTICIPANT'S QUESTIONNAIRE

Circle "Yes" or "No".

1) Do I read my agenda before the meeting?

Yes                  No

2) Do I read any background information that I will need to make good decisions?

Yes                  No

3) Do I let the president or secretary know if I will be unable to attend the meeting? If I am unable to attend do I send my report with another committee member, or make sure that the chairperson has it?

Yes                  No

4) Do I make sure that I am on time for all meetings?

Yes                  No

5) Do I truly listen to others' points of view?

Yes                  No

6) Do I carry on side conversations during the meeting?

Yes                  No

7) Do I participate actively in the discussions?

Yes                  No

8) Do I make sure that I stay on topic?

Yes                  No

9) Do I do my homework by following up on items that are my responsibility?

Yes                  No

10) Do I take on my share of the work but do not try to "do everything"?

Yes                  No

### EVALUATE YOURSELF

- If you answer, "yes" to 8 - 10 of these questions you are an excellent meeting participant.
- If you answer, "yes" to 6 - 7 of these questions you are a good meeting participant, but could try a little harder.
- If you answer, "yes" to 5 or less of these questions your contributions to the meetings needs improvement.



## PARLIAMENTARY PUZZLER

### MAIN SKILL:

- Meeting Management / Parliamentary Procedure

### Other Skills:

- Coaching
- Communication
- Creating a Positive Environment
- Group Dynamics
- Problem Solving

### Purpose:

- To use the statements on the next page to complete the Parliamentary Puzzler Crossword.

### Benefits:

- Teaches members about Executive Positions.
- Members learn about Meeting Management and Parliamentary Procedure.
- Members can work together as a group to solve the puzzle.
- Members can be individually challenged on their own knowledge.

### Materials:

- large size crossword puzzle and markers (to complete as a group), or
- a photocopy of the puzzle and a pen or pencil (to complete individually)

### Instructions:

- 1) Post the large crossword puzzle on the wall or on a flip chart and have the members work together to solve it or hand out a photocopy to each member to complete individually.

### Variation:

To make this game more of a challenge you could put the members into groups and have each group complete the puzzle separately. You could then time each group and see which one can do the puzzle the fastest. This challenge could also be done individually.



### **Instructions:**

#### *Across*

- 1) The first meeting of the year is called the \_\_\_\_\_ Meeting.
- 2) What is discussed at club meetings?
- 3) The second item on the agenda of all 4-H meetings?
- 4) Calls the meeting to order?
- 5) The document to be followed at a meeting?
- 6) Takes the minutes at the meeting?
- 7) Looks after the finances of the club?

#### *Down*

1. The members elected to run a club.
2. You do this at every meeting to find out who is there?
3. A group of people appointed to deal with a specific task or problem.
4. A procedure that gets a topic discussed, recorded and voted on?
5. The minimum number of members that must be present for business to be conducted legally?
6. The information that is sent to a club that needs to be addressed at a meeting?
7. Near the beginning of the year you have a meeting for the \_\_\_\_\_ of Officers?
8. Runs the meeting if the president can not attend?
9. What the secretary writes during the meeting?
10. The democratic procedure that can be used to get a majority?
11. Writes articles for the newspaper to let the public know what the club is doing?



## ANSWERS

### *Across*

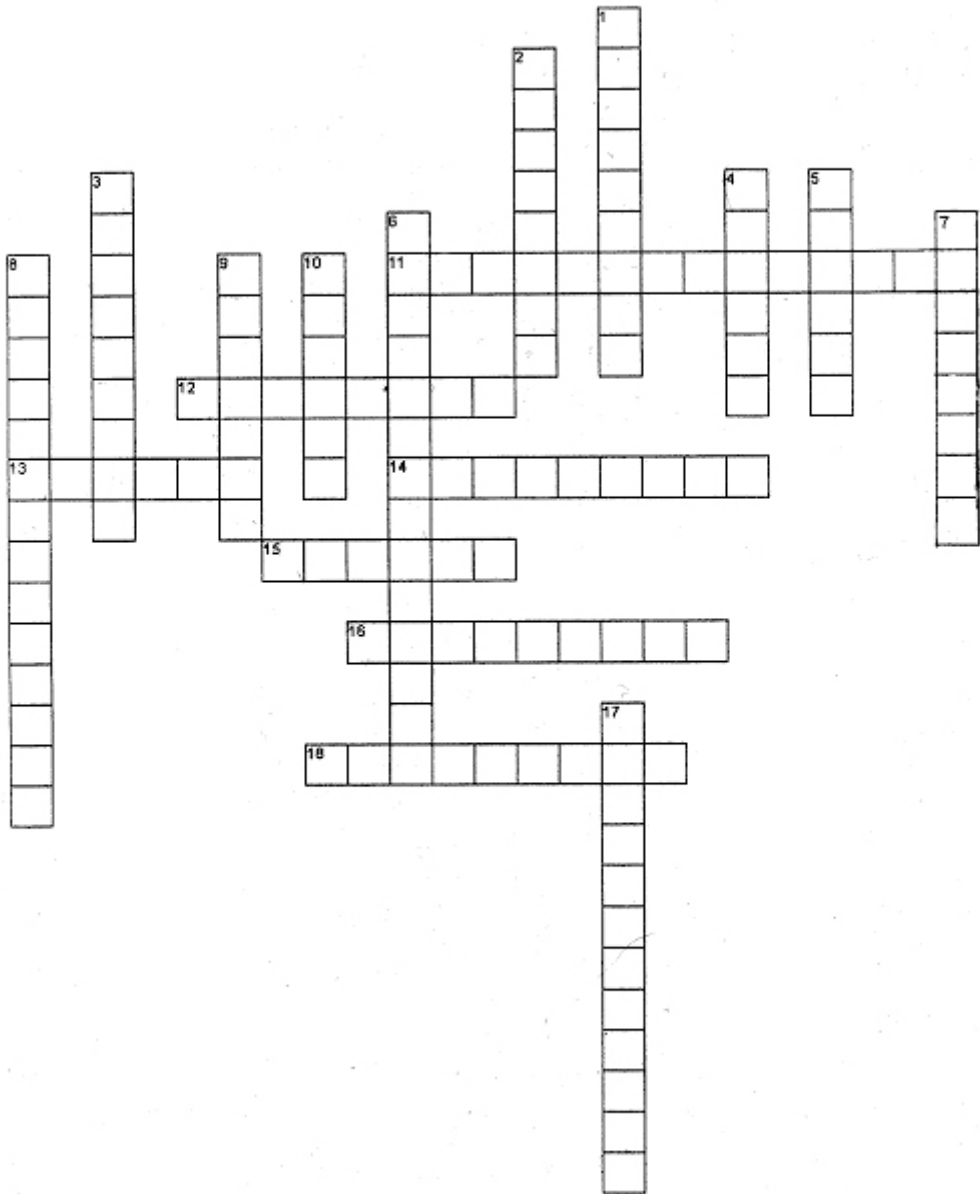
- 1) ORGANIZATIONAL
- 2) BUSINESS
- 3) PLEDGE
- 4) PRESIDENT
- 5) AGENDA
- 6) SECRETARY
- 7) TREASURER

### *Down*

- 1) EXECUTIVE
- 2) ROLLCALL
- 3) COMMITTEE
- 4) MOTION
- 5) QUORUM
- 6) CORRESPONDENCE
- 7) ELECTION
- 8) VICEPRESIDENT
- 9) MINUTES
- 10) VOTING
- 11) NEWSREPORTER



# PARLIAMENTARY PUZZLER





## **PERSONALIZED PLEDGE**

### **MAIN SKILL:**

- Meeting Management / Parliamentary Procedure

### **Other Skills:**

- Communication
- Creating A Positive Environment

### **Purpose:**

- To get the meeting started and to teach members, leaders, and parents the 4-H Pledge.

### **Benefits:**

- Members learn the 4-H Pledge.
- Members develop communication skills.
- Members get to know one another.

### **Materials:**

- optional - paper and markers

### **Instructions:**

- 1) When the 4-H Pledge needs to be said at the start of the meeting there are many options. This can be done using some creativity.
- 2) Try some of our suggestions:
  - Have different members say the pledge.
  - Have someone lead it - others can join in.
  - Have different groups say different lines of the pledge. Combine parents with members to make groups. Use Seniors, Intermediates, Juniors, Parents and Leaders as groups.
  - Have parents say the Pledge – singularly or in unison.
  - If someone in your club knows sign language for the hearing impaired have them sign it as someone recites it.
  - Find volunteers to make a poster of the pledge to be displayed at meetings. This could be done on the computer, or by hand. It could be created by an individual or as a group so that members could decorate it.
  - Find a volunteer to create a copy of the pledge on a sheet of paper or card. Members could keep it on the front of their record books or inside.

### **Suggestion:**

This activity could also be used to teach members, leaders, and parents the 4-H Motto or 4-H Grace.





## **ROLL CALL-O-RAMA**

### **MAIN SKILL:**

- Meeting Management / Parliamentary Procedure

### **Other Skills:**

- Communication

### **Purpose:**

- To keep a record of attendance.

### **Benefits:**

- Help the members learn more about each other.
- Help the members learn more about the project area.

### **Materials:**

- no materials or
- one project item

### **Instructions:**

- 1) This activity is done during, or in place of, a traditional roll call.
- 2) Our suggestions require more than one word answers.
- 3) When the members name is called they can reply by answering one of the following questions or by giving a short impromptu. You can use our suggestions or come up with your own ideas.
  - Have each member bring a sample of an item used with your project and have them say what it is and/or explain what it is used for. Examples might be a showstick, a safety helmet, a computer disc, a spool of thread etc.
  - Say the name of an illness related to your project.
  - Give a sign that an animal is not healthy.
  - One thing to remember when working with beef cattle?
  - One record you keep on your farm or at home?
  - What is a word you think of when you hear the word "Marketing".
  - Say a word that has to do with Parliamentary Procedure.
  - How did you decide what project you would have this year?
  - Name a project you can take in 4-H?
  - What day was your project born?
  - How many siblings do you have?
  - What month were you born?
  - What year were you born?
  - Name a cut of meat.
  - What grade are you in?
  - Your favorite color.
  - What is your 4-H Speech Title?
  - How many years have you been in 4-H?
  - What is one thing that contributes to successful meetings?
  - Name an executive position or a committee that we have in our club.



- Name an executive position you would like to hold



# QUESTION CIRCLE

### **Main Skill:**

- Meeting Management / Parliamentary Procedure

### **Other Skills:**

- Communication

### **Purpose:**

- To help individuals learn to discuss issues and share ideas.

### **Benefits:**

- A great way to share information and opinions with each other.

### **Materials:**

- Prepare questions/quotes on sheets of paper. These questions/quotes can be leadership techniques, they could be related to the theme, or be opinions.
- Make sure that the group is divided evenly and that there are enough questions/quotations for exactly half of the group.
- Copy each question onto a brightly-colored sheet of paper and put them inside plastic slipcovers to make them last longer.

### **Instructions:**

- 1) Using the TEAMING UP section of the FUN PACK divide participants into two even groups.
- 2) Have one of the groups form a circle.
- 3) Have the other group form another circle inside.
- 4) Have participants in the inside circle face those in the outside circle.
- 5) Place the questions/quotations, one at a time, on the floor between the two circles. There will be one question for each two participants.
- 6) When the signal is given, the two people facing a question/quote read it and give their opinions/comments on it to each other.
- 7) After one or two minutes, announce that everyone is to move exactly three questions/quotes to the left.
- 8) Each turn from then on, announce a number and indicate if they should go left or right. The neat part is that since the inside and outside circle are facing each other, each group will go in the opposite direction so no one should have the same partner again.



## **THE GREAT DEBATE**

### **MAIN SKILL:**

- Meeting Management / Parliamentary Procedure

### **Other Skills:**

- Communication

### **Purpose:**

- To have members will learn to identify their opinions.

### **Benefits:**

- Helps to teach group members to be able to create a convincing argument based on factual information with the absence of emotion.

### **Materials:**

- Prepare ten or so controversial topics for debate that are applicable to the group. You can use our suggestions below or create your own.

### **Instructions:**

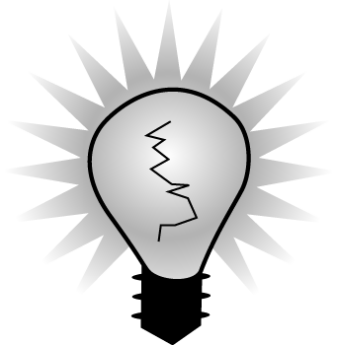
- 1) Put prepared topics in a hat and have a group member pull one topic out and read it to the group.

Suggestions of topics:

- To save energy, stores should not be allowed to be open between 10:00 p.m. and 5:00 a.m.
  - Driving learner permits should not be issued until age 15.
  - Roller blades should not be allowed on city streets.
  - All bicycle riders must wear helmets.
  - To save energy, students who live within one mile of school should not be allowed to drive a car to school.
- 2) Have members think about the topic and decide how they feel about it.
  - 3) Direct members to form one long line down the center of the classroom.
  - 4) On the count of three, members who support this issue should step to the right. Members who disagree with this issue should step to the left. (Members need to take one side or the other.)
  - 5) Instruct participants on each side to form groups of 3-5 to generate a list of three reasons why they feel the way they do about the topic.
  - 6) When the groups are ready, each group should present its ideas. Alternate between the affirmative and negative sides. (This part of the activity could be repeated using a different subject if you have the time or if the interest is high.)
  - 7) After members have returned to their seats, discuss the following questions:
    - Were you able to form an opinion in a short period of time?
    - What did you like about the experience? What was frustrating? Why?
    - What do you feel you have accomplished by this?



*Note: Lead participants to understand that while it is easy to voice an opinion, it's not always easy to support it. In order to produce a truly convincing argument, a person must be thoroughly prepared to present his/her side. Explain to members that debate is a method that stresses this principle. Debate places a great value upon careful thinking, adequate evidence, good organization, and effective delivery.*







# **UNIT ELEVEN**

Team Building



**"Tell me I may forget,  
explain to me and I  
may remember, involve  
me and I will  
understand."**

**Author Unknown**



## **BUDDY CALL**

### **MAIN SKILL:**

- Team Building

### **Other Skills:**

- Communication
- Problem Solving

### **Purpose:**

- To search for your designated partner while blindfolded.

### **Benefits:**

- Members learn the importance of everyone participating and depending on one another.
- Members must work together.

### **Materials:**

- blindfolds for each individual

### **Instructions:**

- 1) Use a game from the TEAMING UP section of the FUN PACK.
- 2) Have the participants line up in two rows facing one another. Whoever they face will be their partner.
- 3) As a pair, the two must decide on a two-word phrase or name that they can use to communicate with one another. For instance, BUGS BUNNY, the pair is then blindfolded and moved away from each other.
- 4) The pair must then find each other blindfolded by only repeating their words to each other.
- 5) Once they have found each other, they may then try to intercept the other pairs by using their words to confuse the blindfolded people.
- 6) The game is over when all blindfolded participants have found their partners.





# GROUP SUPPORT

### **MAIN SKILL:**

- Team Building

### **Other Skills:**

- Creating A Positive Environment
- Group Dynamics

### **Purpose:**

- To develop trust and get support from the whole group.

### **Benefits:**

- Members learn trust.
- Members learn the importance of everyone participating and depending on one another.

### **Materials:**

- no materials required.

### **Instructions:**

#### *Variation 1 – Leaning On Others*

- 1) Divide participants into groups of eight or ten using an activity from the TEAMING UP section of the FUN PACK.
- 2) Each group gets into a circle and joins hands.
- 3) Participants count of one, two, one, two, etc. around the circle.
- 4) With bodies straight and feet firmly planted, ones all lean forward to the center of the circle, and twos lean backward, counter-balancing the ones.
- 5) When ones and twos are balanced, challenge the two groups to reverse themselves – that is, ones lean backward, and twos lean forward. Can they alternate back and forth?

A perfect example of group interdependence!

#### *Variation 2 – Group Hop-Along*

- 1) Divide participants into groups of five or six using an activity from the TEAMING UP section of the FUN PACK.
- 2) Have each team form a line.
- 3) Except for the person in front, players put their right hands on the person's shoulder in front.
- 4) Then they lift their left legs so the person in front can hold their ankles.
- 5) Now the challenge is for the team to hop around on their right legs.
- 6) Are they ready for a race?

#### *Variation 3 – Lots Of Laps*

- 1) Players get into a circle, facing the same direction, shoulders to the center – about a half-step apart.



- 2) At the count of three, they hold onto one another's waists, bend their knees, and sit back on the lap of the person behind -
- 3) Ta Da! Human chairs!



## **LILY PAD WALK**

### **MAIN SKILL:**

- Team Building

### **Other Skills:**

- Communication
- Initiative Tasks
- Problem Solving

### **Purpose:**

- To work together as a connected group to reach a destination.

### **Benefits:**

- Members learn the importance of everyone participating and depending on one another.
- Members must work as a group.

### **Materials:**

- several hula-hoops / place mats / lily pads made from craft foam. (6-10 depending on group size)
- material to join participants feet

### **Instructions:**

#### **Scenario:**

You have just reached the most beautiful pond you have ever set eyes on! There are several large lily pads that create a stepping path to the other side of the pond. These pads must be crossed as a group, so ankle ties are provided for you to join yourselves together. Beauty sometimes has a cost, although a breath taking site, this pond is extremely toxic, and if you dare set even a foot, it will be instantly melted off. Therefore disabling that individual, as a consequence, the rest of the group will need to carry the member across. The safest bet is to keep feet on the pad and joined together with the rest of the group.

- 1) Link all participants together by joining them at the ankles.
- 2) In a large line participants are to get from one side to the other only stepping within the hula-hoops.
- 3) Two routes are set up for the members to choose from.
- 4) They can choose either route, one should contain less hoops spaced further apart.
- 5) If an individual steps outside of the hoops the entire group must return to the beginning and start over, and the member that stepped outside of the hoops would have to be carried across the pond.

#### **Variations:**

Use other ideas to use camp theme or season.

- Hot Chocolate River with marshmallows. Group gets to place their own marshmallows down.
- Don't tie ankles, but all members have to land on the other side at the same time.
- Give additional marshmallows / lily pads as rewards for good team work.
- Take them away if there is nobody standing on it.



- Add time restraint – ie. Volcano is about to erupt.



# SERPA

### MAIN SKILL:

- Team Building

### Other Skills:

- Initiative Tasks
- Problem Solving

### Purpose:

- To be led to a destination while blindfolded, by two volunteers, who do not speak any language.

### Benefits:

- Members learn the importance of everyone participating and depending on one another.
- Members must work as a group.

### Materials:

- blindfolds for all of the group except two people

### Scenario:

You have reached the sacred land of the Serpa. No one is permitted to see or enter the sacred land; however, the Serpas' have agreed to allow your group to cross over the land with the assistance of a pair of guides. Unfortunately, everyone must be blindfolded and the guides do not speak a language you would be familiar with.

### Instructions:

- 1) Ask for two volunteers from the group – remove them from the others.
- 2) The two volunteers are told that they must lead the group on a twisted route to an end point without using a language. Any other signal or sound can be used.
- 3) Blindfold the rest of the participants and start your journey.
- 4) Good luck getting across!



## SONGS BY SYLLABLES

### MAIN SKILL:

- Team Building

### Other Skills:

- Coaching
- Creating a Positive Environment
- Games That Build Leaders
- Group Dynamics

### Purpose:

- To sing together as soloists.

### Benefits:

- Members learn the importance of everyone participating and depending on one another.
- Members must work as a group.

### Materials:

- no materials required

### Instructions:

- 1) Using an activity from the TEAMING UP section of the FUN PACK, divide members into groups of three and have each group select a familiar song, such as a nursery rhyme or a song like "The Bear Went Over the Mountain."
- 2) Each player takes a turn singing one syllable of the song, keeping the rhythm so it sounds like one voice singing.

*Here's an example:*

Sarah: "The"

John: "Bear"

Chris: "Went"

Sarah: "O-"

John: "Ver"

Chris: "The"

Sarah: "Mount-"

John: "Ain"

Chris: "The"

Sarah: "Bear"

John: "Went"

Chris: "O-"

Sarah: "Ver" (and so forth)

- 3) Give groups time to practice and then invite them to perform their "solo" for everyone else.



# GROUP RUN

### Main Skill:

- Team Building

### Other Skills:

- Coaching

### Purpose:

- To encourage cooperation within the group and leadership skills in individuals.

### Benefits:

- Very active game that can be done outside or inside a large room.
- Can be adapted to a group of any size.

### Materials:

- one long piece of rope long enough to tie around the group

### Scenario:

The entire group has been taken prisoner by cruel aliens who have tied them up and once again they have an opportunity to escape. As a group, they must move from the starting point to the end point.

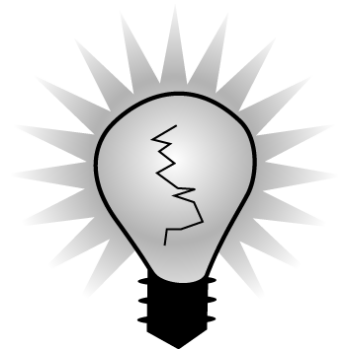
### Instructions:

- 1) The entire group has been tied together by one long rope and can only walk or run as one group.
- 2) In order to escape, they must walk/run a specific distance.
- 3) The rope should be snug enough so that the entire group is squished together without a lot of room to maneuver but not so tight as to cause potential injury.

### Variations:

- Cross the distance within a specific time limit.
- Blindfold the entire group except for a couple of people spread throughout the group.
- The group can only walk backwards.
- Have everyone face outwards from the circle and then tie them up. They have to remain facing the way that they started and move as an entire group in a specific direction.

*Note: This is a good activity to get a group working together. It involves everyone from start to finish. You have to be careful with this activity to make sure that the outside people aren't getting rope burn, and if, and when, the group trips and falls, that no one is squished underneath.*





## **A-FRAME**

### **Main Skill:**

- Team Building

### **Other Skills:**

- Initiative Tasks
- Problem Solving

### **Purpose:**

- To work as a team and develop creative problem solving skills.

### **Benefits:**

- Activity that should be done outside on grass or other soft surface.
- Works on teamwork and communication.

### **Materials:**

- 2 - 2 x 4s ten feet long and 1 - 2 x 4 four feet long attached in a large A with large bolts.
- five ropes around 18 to 20 feet long each

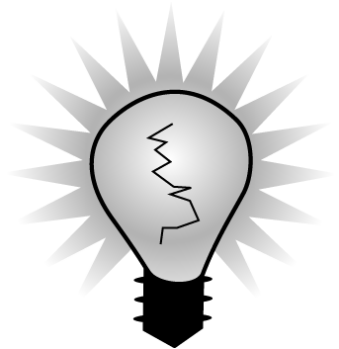
### **Instructions:**

#### **Scenario:**

A radiation accident has occurred and the person on the A-Frame must be safely transported to the decontamination area without touching the ground. Because of the radiation, no one can approach the person on the A-Frame. The group must move the A-frame with one person aboard a specific distance, without the person on the frame touching the ground.

- 1) Using the TEAMING UP section of the FUN PACK divide into groups of ten.
- 2) The A-Frame must always maintain one point of contact with the ground.
- 3) It can only have a maximum of two points of contact with the ground.
- 4) It cannot be laid down and dragged.
- 5) Only the one person can be in contact with the A-Frame and they must be in contact with the A-Frame only and not the ground.
- 6) The other people may not come within 10ft of the A-Frame once it is in use.
- 7) The ropes may not touch the ground either.

*Note: You could start with the ropes already attached to the various points around the A-Frame and present the challenge as above, or you could leave it up to them to figure out what they are going to do with the ropes and frame.*







## **GROUP PUSH-UP**

### **MAIN SKILL:**

- Problem Solving

### **Other Skills:**

- Creating A Positive Environment
- Group Dynamics
- Team Building

### **Purpose:**

- To challenge the team to work together to solve a simple problem.

### **Benefits:**

- Quiet activity that can be done anywhere.
- Any group size.

### **Materials:**

- no materials required

### **Instructions:**

- 1) The team must work together to get everyone off of the ground only using their hands. No feet and no equipment.
- 2) Everyone in the group must be off of the ground on their hands only.
- 3) No one may be supported by any other body part - no legs, knees, feet, butt, etc.
- 4) No one may be held up by an object or be holding onto anything.

### **Variations:**

It is very interesting to see what the group comes up with to solve this problem. You could just give them the solution listed below and present it as the challenge. It is difficult just to pull this off even knowing how to do it.

*Note: It is very important that they have the physical ability to do a push-up and it's important that you try not to have really big people with their legs on really small people.*

### **Solution:**

- It's easier to have a group of four to begin with. All group members get into the push-up position beside each other in a square with each person forming one side of the square and looking at the next side's legs. They put their legs on top of the person's shoulders behind them and as one entire group, all four of them do a push-up. It will only work if they are all able to do a push-up and if they all do it at the same time.

With more people, just form a circle with each person looking at the legs of the person in front of them. As a group, they all put their legs on the shoulders of the person behind them and as a group, they all do a push-up.



# **UNIT TWELVE**

## Initiative Tasks



**“The task ahead of us  
is never as great as the  
power behind us.”**

**Author Unknown**



## SINKING SAND

### MAIN SKILL:

- Initiative Tasks

### Other Skills:

- Communication
- Team Building

### Purpose:

- To work together as a group to accomplish a task to the best of the group's ability.

### Benefits:

- A closeness is developed within a group.
- Trust is formed between participants.
- Relationships reach a higher level.
- Members work together to find a creative way to solve a problem.

### Materials:

- t-shirt, cloth or plastic big enough to be folded many times

### Instructions:

#### Safety:

The area around the island should be free from sticks, rocks, or other hazards.

#### Scenario:

Your tropical paradise is slowly sinking into the ocean. Your community has no way of escaping and the waters are rising. Your only hope of survival is to adjust everyone to the size of the island.

- 1) Everyone at one time must stand on the cloth for ten seconds. Once everyone has their feet either over top of, or on the cloth, with no one touching the bare ground the cloth is folded in half and the group attempts to fit everyone on again.
- 2) This is done again and again as the island continually gets smaller.

#### Time:

Ten seconds on each square of cloth until the group cannot succeed in the task.



## TRUST LIFT

### MAIN SKILL:

- Initiative Tasks

### Other Skills:

- Communication
- Team Building

### Purpose:

- To learn to trust others.

### Benefits:

- A closeness is developed within a group.
- Trust is formed between participants.
- Relationships reach a higher level.

### Materials:

- no materials required

### Instructions:

#### Safety:

Spotting is very important in any trust activity.

- 1) Choose one participant that will be the one that the group will lift.
- 2) This person lies down on the floor with their hands by their sides.
- 3) The rest of the participants gather around the body to be lifted. On a signal, the body will be lifted up a couple of feet.
- 4) The first few times your group tries this activity have the delegates make us of their whole hand. Have them slide their hands under the "lift" participant and on a signal – lift.
- 5) After a few practice runs, use a two-finger lift, and so on.



## TWO PERSON TRUST FALL

### MAIN SKILL:

- Initiative Tasks

### Other Skills:

- Communication
- Team Building

### Purpose:

- To learn to trust others.

### Benefits:

- A closeness is developed within a group.
- Trust is formed between participants.
- Relationships reach a higher level.

### Materials:

- no materials required

### Instructions:

#### Safety

Spotting is very important in any trust activity.

- 1) Use one of the pairing up activities from the TEAMING UP section in the FUN PACK to have participants form groups of two. These pairs should be relatively the same size.
- 2) One of the pairs becomes the catcher and the other will become the "faller". After each activity the people should switch roles.
- 3) Fall Backwards - the catcher stands directly behind the "faller" and stands in a bracing stance. The catcher will then say when they are ready and then the "faller" will fall. The catcher will catch the "faller".
- 4) Fall Forwards – same as above except the "faller" will go towards the catcher.
- 5) Alternate Direction – The "faller" will switch directions in a pendulum like motion. The catcher must move from front to back, keeping the "faller" from falling. The "faller" should go at a speed that the catcher is comfortable with.



## **ELECTRIC FENCE**

### **MAIN SKILL:**

- Initiative Tasks

### **Other Skills:**

- Problem Solving
- Teamwork

### **Purpose:**

- To get the entire group over an electric fence without anyone touching it.
- This will challenge the group to work together.

### **Benefits:**

- This is an active activity that can be done anywhere.
- Any group size although if the group is too large (over 20), there will be a lot of people standing around doing nothing.

### **Materials:**

- rope
- trees
- chairs
- blindfolds

### **Scenario:**

Your group is being chased by a band of ferocious outer space pygmies. They have set up this electric fence trap to catch you.

### **Instructions:**

- 1) You will need a rope tied between two trees or other objects at approximately belly button height of the average height of the group members. If you make the rope too high, it can become dangerous but if you make it too low, it will be too easy.
- 2) Your group is on one side of the electric fence.
- 3) You must get your whole group over to the other side of the electric fence using only the resources you have on you.
- 4) You cannot use any other equipment.
- 5) No part of your body, clothing or equipment may touch the rope. If it does, that person is returned back to the original side and must attempt the crossing again.
- 6) Although you may step or stand underneath the electric fence, no person or equipment may totally penetrate it, so you cannot send anyone or anything under the electric fence.
- 7) It is important to note that the trees the rope is tied to are also electrified and so touching them will also cause you to be blindfolded.
- 8) The area is pressure sensitive on both sides of the electric fence. Any jumps or hard landings will also trigger the alarm so you must carefully take off from this side and carefully set people down on the other side. This means no jumping or



diving.

### **Variations:**

- Everyone must be in contact with the entire group through at least one other person. In other words, everyone must be touching someone else and everyone must be connected at all times.
- Any part of the body that touches the rope becomes useless and is welded to the body with a blindfold.
- Any person that comes into contact with the electric fence is blindfolded and returned to the original side.
- If you have a large number of people, a good variation would be to build more than one fence. You could even box the entire group in with four fences and their objective becomes getting out of the box.

*Note: As with some of the other tasks, there are some safety concerns with this one that you have to watch for. One of the most common approaches people will use to solve this task is to have some people go on their hands and knees and be used as a stairway so that others with some support can climb over top. You have to make sure that the kneeling person is on their hands and knees in a 90 degree formation so that their arms and legs form a locked and sturdy support. It is also important that the person stepping does not step on the middle of this person's back that is not directly supported below by legs or arms. It is probably best to step on the kneeling person's tailbone that will be supported by the legs and is the strongest point. You will also want to make sure that the person stepping is not too much larger than the person they are stepping on. You cannot allow anyone to be carelessly just thrown over for obvious reasons. Don't be surprised if they want to try this approach with some of their smaller members.*





## LAP SIT

### MAIN SKILL:

- Initiative Tasks

### Other Skills:

- Communication
- Creating a Positive Environment
- Team Building

### Purpose:

- To develop group communication.

### Benefits:

- Requires no materials.
- A physical challenge good for most fitness levels.
- A lot of fun.

### Materials:

- no materials required

### Instructions:

- 1) Use the TEAMING UP section of the FUN PACK to divide into groups of ten or more.
- 2) Stand in a circle shoulder-to-shoulder, facing inward.
- 3) Now everyone takes a quarter turn to their left and takes one step toward the center.
- 4) The circle should be really tight now.
- 5) Make sure the right toe is touching the heel of the person in front of you.
- 6) Adjust the circle accordingly.
- 7) Communication is the key to this activity.
- 8) Have everyone sit down at the same time.
- 9) Go slow.
- 10) You should have a tight circle of everyone sitting on the lap of the person behind them.
- 11) If you get really good you can try walking in a circle, while still in this sitting position. Say "1, 2, 3, right.... 1,2,3, left...."





## MUSICAL CIRCLES

### MAIN SKILL:

- Initiative Tasks

### Other Skills:

- Games That Build Leaders
- Problem Solving

### Purpose:

- To fit everyone into the available circles, ultimately teaching the group to work together to solve problems.

### Benefits:

- Will help the group and individual members learn problem solving skills.
- Active activity that can be done anywhere.
- Can be used for any size of group.
- Teaches creative thinking and teamwork.

### Materials:

- one rope per person

### Instructions:

- 1) The task is similar to musical chairs with some creative problem solving and teamwork components added in.
- 2) To start the task, give each participant a rope and ask them to tie it into a circle.
- 3) Do not identify anything about the size of circle.
- 4) Ask them to place the circle on the floor and ask them to stand in it with no part of their body touching anything outside of the circle.
- 5) When you give the command "Walk", they must walk around the circles and when you say "Circle", they must find a circle to stand in.
- 6) After a couple times, you start taking circles away and explain that for the group to be successful, they have to have everyone safely in a circle when you say "Circle". This will require that they share circle space with each other. The challenge is to see how far you can go.
- 7) You keep taking circles away from the group until they cannot share any longer.
- 8) You can keep coming back to this game and having them try and best their record.

*Note: The group can have as much time as they need to get everyone safely into the available circles. If you explain this one properly and in the right sequence, you can end up with some people making small circles at the beginning, which is just fine and adds to the challenge.*





**Variation:**

Allow the group to move or retie the circles. Don't let them know that they can do this but don't stop it if someone figures it out. Once someone figures out that you can tie ropes together to make larger circles you will know your group is starting figure out the key to success in these challenges is creative thinking.



# UP CHUCK

### MAIN SKILL:

- Initiative Tasks

### Other Skills:

- Communication
- Problem solving
- Team Building

### Purpose:

- To successfully complete a challenge as a group.

### Benefits:

- Active activity that can be done outside or inside (large room with high ceiling).
- Works on working together.
- Works with any size group although if there is more than 20 or 30 people, it will be pretty difficult for the group to be successful.

### Materials:

- one ball or soft object that can be thrown and caught per person

### Instructions:

- 1) Every person in the group has a ball.
- 2) The objective is for everyone to throw their ball up in the air and catch a different ball without a single ball hitting the ground.
- 3) Standing in a circle or cluster or however the group wants to arrange themselves, they must toss their ball up to a height of at least ten feet and then attempt to catch a ball that they did not throw.
- 4) The number of balls that hit the ground is that group's negative score.
- 5) The goal is to get that score to zero.
- 6) Allow the group to work together to make this work. It will be difficult and the group might need lots of time or multiple sessions to accomplish it.

### Variations:

Have the group start with only one ball thrown and caught. Each time they successfully catch a ball, another is added for the next round until finally they drop one and then the whole thing starts over.

Once the group has accomplished this task, give some of them or all of them two balls and that is of course how many they have to catch.



## TOXIC WASTE DUMP

### MAIN SKILL:

- Initiative Tasks

### Other Skills:

- Problem Solving
- Team Building

### Purpose:

- To find a way to safely transfer toxic popcorn from an unsafe container to a safe container, using only the materials provided to you.

### Benefits:

- This initiative task can be fairly simple to complete with a little creativity and a lot of teamwork.

### Materials:

- One piece of rope (each approximately 7 feet long) for each person
- A bicycle tire tube for the group
- One five gallon pail
- One large coffee can
- Popcorn

### Instructions:

#### Scenario:

A can of highly toxic popcorn has contaminated a circle approximately 10 feet in diameter. The toxic area extends to the ceiling. If the poisonous popcorn is not transferred to a safe container for decontamination, the toxic popcorn will contaminate and destroy the population of the entire city. The popcorn is estimated to have a safe life of exactly 30 minutes before it explodes. Obviously, there is insufficient time to contact authorities and evacuate the city. Therefore, the lives of thousands of people are in your hands.

- 1) Inside the circle you will find two cans. One (unsafe) container is about half full of the toxic popcorn. The other (safe) container is available for decontamination.
- 2) No participant may cross the plane of the circle with any part of the body. If this occurs, the person must be taken to the hospital immediately (removed from play) and may not participate in any form from then on. The group is responsible for the safety of all its members.
- 3) No participant may sacrifice himself or herself to aid in the transfer of popcorn.
- 4) No spills are allowed, or the popcorn will explode.
- 5) Participants may only use the materials provided. However, they can be used in any way desired.
- 6) The popcorn will not spread its toxicity to the safe can, the ropes, the tube, or the instruction giver. The participants have no protection inside the imaginary cylinder created by the ten foot diameter rope circle.
- 7) The safe container may move anywhere in or outside of the circle. The unsafe

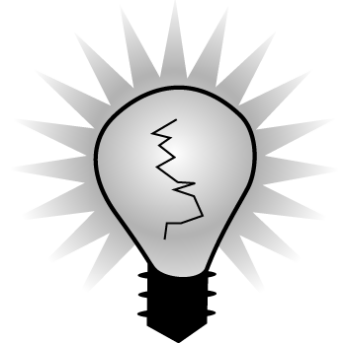
## 4-H FUN PACK



container must stay inside the circle, and must not be moved more than one foot from its center.

- 8) Remember, the popcorn must be transferred within thirty minutes, or there will be a tremendous disaster.

*Hint: One solution is to try lifting the coffee can of toxic waste into the safe container (five gallon pail). Use the bicycle tire tube to cinch around the toxic can of popcorn.*





## REACH FOR THE SKY

### MAIN SKILL:

- Initiative Tasks

### Other Skills:

- Communication
- Problem Solving
- Team Building

### Purpose:

- To place a piece of sticky note as high as possible.

### Benefits:

- The group must identify the challenge.
- The group works as a team to solve a problem.
- Active activity that can be done outside or inside (large room with high ceiling).
- Any number of people although if you have more than fifteen or twenty you might want to break them up into two groups.

### Materials:

- Sticky note paper for each group or paper with a piece of tape attached

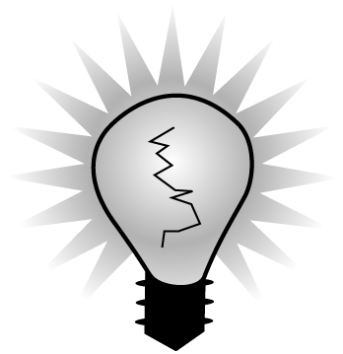
### Scenario:

- The group is lost in the woods and needs to set up an antenna or signal flag as high as possible.

### Instructions:

- 1) The group must try and place a piece of paper with tape on the wall as high as possible without climbing the wall or using a ladder, etc.
- 2) They may only use themselves to get the paper up.
- 3) It is okay to make contact with the wall for support but not okay to use any holes in the wall in order to climb it.

*Note: USE EXTREME CAUTION. This can be a dangerous activity if not done properly. It needs spotting all around the participants, along with thick high jump mats placed all around them. Make sure spotters are ready to support where necessary.*





## **RAFT CROSSING**

### **MAIN SKILL:**

- Initiative Tasks

### **Other Skills:**

- Problem Solving
- Team Building

### **Purpose:**

- To get everyone from the starting area to the launch area alive and well.

### **Benefits:**

- Teaches teamwork, creative problem solving and leadership skills.
- Very active activity that can be done outside or inside (large room).
- Good for groups of any size.

### **Materials:**

- a variety of 'transport pads' (gym mats, milk crates, pieces of wood, chairs)
- keys which could be balls, rubber chickens, bean bags etc.

### **Instructions:**

#### **Scenario:**

The entire group is being held captive by aliens on an alien planet that is covered with lava or toxic waste. They have an opportunity to escape the evil aliens and make it back home.

- 1) The entire group starts in the corner of a large room, auditorium or gym.
- 2) They are in a safe place for the time being, but their job is to get to the opposite side where there is another safe place and a 'transport beam' or 'escape rocket' that will take them out of this volatile area.
- 3) The rest of the room is covered with a deadly substance that will kill them immediately upon contact. (i.e. lava, acid or toxic waste)
- 4) This means that if they place a hand or foot or anything on the actual floor of the room they are dead. People who die either reappear back at the starting area or are out of the game completely. This is a decision that the facilitator needs to make before explaining the rules.
- 5) The group is given transport pads that they can use to stand on to cross the evil surface and make it safely to the other side.
- 6) Give as few transport pads as possible. If they have to crowd onto two mats, so be it. The whole idea is to work together.
- 7) Gymnastic mats make good transport pads but almost anything that people can stand on can be used including upside down milk crates, pieces of fire wood, chairs, etc.
- 8) Be a 'bog monster' and steal transport pads away from the group if they are not on them. The bog monster could react to specific stimuli. Have the group try to figure out what made the bog monster interfere with their attempts.

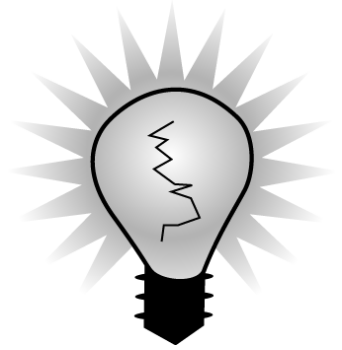


- 9) Put a number of 'keys' around the area that the group must collect in order to turn on the transport beam.
- 10) They have to activate the keys before they will work. A good way of activating the keys is for them to have to pass through something like a basketball hoop.
- 11) give a time limit. Everyone must be on the transport beam by the time limit or they die.

**Variations:**

To emphasize teamwork, make the overall objective to ensure that EVERYONE makes it to the launch area. This means that if someone has died and reappears back at the starting point, the group has to send someone back for them.

*Note: This is an enjoyable initiative task that groups will often request again and again. It can easily be changed and made new by holding it in different locations or using different materials.*







# CHAIN LINK

### MAIN SKILL:

- Initiative Tasks

### Other Skills:

- Games that Build Leaders
- Group Dynamics
- Problem Solving

### Purpose:

- To use creativity to solve a problem.

### Benefits:

- This activity encourages creativity and ingenuity in individual members.

### Materials:

each person is given

- 1 - 8 1/2" x 11" piece of paper
- 1 - 2" strip of masking tape
- 1 - small paper clip

### Instructions:

- 1) Put Participants into teams.
- 2) Give an equal amount of material to each person to make a link of chain.
- 3) Only the materials supplied may be used in the link, no tools, just your hands.
- 4) Each must have an opening which will allow two pieces of 1/8" nylon rope to pass through. The 1/8" nylon rope from one person's link will be tied to those of another person's link.
- 5) After each team has joined their links to create a chain, two students pull against the chain (like in a tug of war) eliminating the weakest link. This continues until only one link is left. As an individual's link is broken, they are eliminated from the contest.

The winning link from each row will be joined into a new chain and the process of elimination repeated to determine the strongest link in the group.



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