

Jack and Jill of America, Incorporated



Jacqueline Moore Bowles
Teen Leadership Modules



Jack and Jill of America, Incorporated

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As the oldest national African American family organization in America, Jack and Jill must take ownership in and responsibility for developing future leaders who possess the skills to lead America. Black America has a void in leadership and we need to prepare our youth to fill it. As National President, I continue to be an advocate for our teens to obtain life-long skills while they participate in the Jack and Jill organization. Leadership, one of those skills, should be the cornerstone of outcomes across regions.

The purpose of the Teen Leadership & Development Guide (TLDG) is to develop consistent leadership across the nation. This guide with input from teens provides an interactive module-based learning method of fifteen leadership qualities that can be developed in our teens. The modules include objectives, abstracts and suggested activities for successful outcomes. These interactive modules conducted at teen meetings will provide the necessary skills to effectively lead in a constantly changing society. Herein lies the foundation of our future leaders.

How to Use this Guide

A minimum of 6 modules must be completed each program year, with a minimum of 12 modules completed before June 1 of 2008. The Lead Teen Sponsor should sign off on each module completed by each teen. Teens completing at least 6 modules during the year should be forwarded to the region for a certificate of leadership. Teens completing 12 modules by June of 2008 should be forwarded to the National Program Director for special recognition at the 2008 National Convention.

After review of the objective, abstract and module outcome:

Option 1 – Teen Sponsors should survey teens and choose modules to complete, based on highest interest level by the teens.

Option 2 – Teen Sponsors should review the modules and pre-select for the first year 7-8 modules based on time remaining in the program year. Next survey teens to prioritize the order of the 7-8 modules pre-selected. In the 2nd year, have teens prioritize the remaining modules.

At each meeting, break teens into 2-3 groups if necessary to complete the selected module in the allotted meeting time.

Special thanks to teens and mothers of the Mid-Western Region for their commitment to the development of this guide.

Jacqueline Moore Bowles
National President, 2006-2008

Valeska L. Buie
National Program Director, 2006-2008



Jack and Jill Passport To Leadership Certification

Name of Teen _____

Chapter _____

Region _____

Email _____

Phone Number _____ Age _____

#	Module	Activity	Date	Sponsor's Signature
1	VISION			
2	LISTENING			
3	TRUST & RESPECT			
4	CONFIDENCE			
5	SELF-DISCIPLINE			
6	INTEGRITY & ETHICS			
7	SERVICE & SACRIFICE			
8	LEGISLATIVE			
9	PROBLEM SOLVING & CONFLICT RESOLUTION			
10	UTILIZING STRENGTHS			
11	RESPONSIBILITY			
12	CHARACTER			
13	PUBLIC SPEAKING			
14	GOAL SETTING			
15	RISK TAKING			

SIGNATURES:

TEEN _____ PARENT _____

CHAPTER PRESIDENT _____

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MODULE:

Accountability & Responsibility

Module Objective

To provide teens the groundwork to understand and distinguish the different kinds of accountability that affect their lives in school, home, work and at J&J teen meetings/activities such as:

1. Accountability for their actions and words
2. Meeting and/or Exceeding Expectations

Module Abstract

Accountability is an obligation or willingness to accept responsibility or to account for one's actions.

Module Outcomes

At the completion of this module, teens will be able to:

1. Understand why it is important to keep their word (commitment) even if it hurts.
2. Understand why it is important to meet deadlines.
3. Seek assistance when they need help.
4. Learn why it is important to notify the appropriate person when commitments cannot be met.
5. Learn how their verbal and non-verbal actions/words affect others.
6. Complete any given tasks if the requirements are not well defined or understood.

MODULE:

Accountability & Responsibility

Suggested Activities

1. Self-Assessment: Are You Responsible?
2. Accountability & Responsibility Checklist. Teens will complete the checklist and discuss the outcomes.
3. Take turns having teens role-play irresponsible behavior, and then, the responsible behavior. Have the teens critique each of the role-plays.

Materials Needed

Copies of Self-Assessment and Checklist. Poster Board, Marker

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

Fourth or fifth meeting of the program year.

MODULE:

Accountability & Responsibility

Checklist

Responsibility

Self-Assessment: Are You Responsible?

Time: 25-30 minutes

Materials Needed:

- Responsibility Assessment/Checklist
- one sheet of poster board
- permanent marker

Directions:

1. Begin the activity by asking each student to complete a copy of the assessment form.
2. Encourage teens to select one statement where they scored themselves as irresponsible.
3. Teens will agree to work on this area of building responsibility and accountability until their next meeting.
4. Have each teen write down his or her statement on a sheet of paper. This paper should then be stapled folded in half for privacy and given time for a personal evaluation at the next meeting.
5. On the large poster board, write "RESPONSIBILITY IS..." with a permanent marker. Invite every teen to finish the sentence. Later, send this information via email to all of the teens to remind them of their agreement to work on responsibility and accountability.
6. Collect the responsibility checklist and place them in a sealed envelope. Have teens retake the checklist at the end of the program year to see their responsibility and accountability improvements.

Role Playing

1. On one side of poster board, think of a few examples of irresponsible and responsible behaviors. Then, for each example, have them brainstorm ways of handling irresponsible people. List the best ideas on the poster.
2. Take the examples and turn them into role-playing situations using two kids at a time. First, have them role-play the irresponsible behavior, and then the responsible behavior. Have the group critique each of the role-plays.

MODULE:

Accountability & Responsibility

Checklist

Are You Responsible?

Directions: Read each of the statements. Write down the number that best describes you.

Irresponsible

Responsible

1

2

3

4

5

- _____ Attends meetings on time
- _____ Seldom misses meetings
- _____ Gives proper notification when absent from meetings/activities
- _____ Does not have to be reminded of scheduled meetings/activities
- _____ Focused and on task during meetings
- _____ Comes prepared with necessary materials
- _____ Completes all duties and assignments
- _____ Completes duties/assignments in a timely manner
- _____ Completes duties/assignments without reminders
- _____ Responds positively to assignments
- _____ Listens when others talk
- _____ Doing my best at all times
- _____ Knows what is going on in the group
- _____ Understands the group's goals and objectives
- _____ Meets deadlines
- _____ Follows through on commitments and duties
- _____ Seeks help from others when needed
- _____ Asks questions when clarification is needed
- _____ Actively participates in meetings and activities whenever possible
- _____ Doing your fair share for the group

MODULE:

Accountability & Responsibility

Suggested Activities

1. Perform a skit where the actors forget their lines.
2. Conduct a meeting where none of the officers attend the meeting.
3. Have two scenarios: one group performs their tasks as expected-see the result; other group fails to perform the same tasks- see the result, contrast what happens as a result of each scenario.
4. Perform a skit where the person forgets to lock the door at work and someone breaks in and takes valuable equipment.
5. Perform a skit where one person in a school group activity fails to perform their role which causes the entire group to get a failing grade on the project.

Materials Needed

Write a skit for activities 1,3,4 and 5
Draft a meeting agenda for activity 2

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

Fourth or fifth meeting of the program year.

MODULE:

Character Building

Module Objective

To assist teens in identifying traits that build character.

Module Abstract

Character is best defined as one's actions or individual pattern of behavior as it relates to moral strength. Making choices based on what is right rather than what is easy is at the core of building character.

Module Outcomes

At the completion of this module teens should be able to judge what is right, care about what is right and do what they believe to be right. They should be able to demonstrate how they would:

- Take responsibility for his/her actions;
- Uphold personal values and resist peer pressure
- Treat people fairly and equitably
- Build trustworthy relationships

MODULE:

Character Building

Suggested Activities

Discussion Topics:

1. The teen who hit the parked car felt that she had to report it. Why take responsibility for something nobody saw you do?
2. Discuss a situation when you felt you were treated unfairly. How did it make you feel?
3. How do you know when you can trust someone?
4. What do you think stops people from taking a stand against something they know is wrong?

Exercises: Self Assessment

True/False

- I am reliable and dependable
- I am accountable for my actions
- I use good judgment and think through the consequences of my actions

True/False

- I treat others the way I want to be treated
- I play by the rules
- I treat people fairly and equitably

True/False

- I am a person of my word
- I have integrity; I don't cave in to peer pressure
- I do not betray a confidence or trust

True/False

- I stand up for what is right, even if I stand alone
- Fear of failure does not prevent me from trying things
- I live up to high ethical standards

MODULE:

Character Building

Materials Needed

Preprinted self-assessment forms
Leaders with experience in discussion topics.

Evaluation

Teens should be asked:

1. What character traits have been discovered?
2. What did they learn about themselves?

Suggested Time Frame

Anytime during the program year.

MODULE:

Confidence

Module Objective

To assist the teens in developing their leadership potential by discussing ways of building self-confidence.

Module Abstract

Confidence is when one is able to maintain composure when faced with any challenging situation. One is able to take on a leadership role, and/or assist others in any task at hand.

Module Outcomes

At the completion of this module, teens will be able to:

1. Understand several techniques to develop confidence within themselves.
2. Plan and execute at least three events where individuals would be called upon to display confidence.

MODULE:

Confidence

Suggested Activities

1. Give a presentation blindfolded first, using confident body language, and upon completion teen members would give positive feedback. Then remove blindfold and give the same speech.
2. Members would stand in a circle, pick a name, and everyone would give that person a compliment. Repeat until everyone's name has been called and received compliments.

Materials Needed

Blindfold

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

Anytime during the program year.

MODULE:

Confidence

Suggested Activities

1. Communications workshop module w/ Teen Skit brainstorming exercise
2. Shopping module/activity (attached)
3. Skit participation – at local graduation and regionals

Materials Needed

1. Communications tracking sheet - exercise to encourage all teens to participate this year in Jack and Jill activities and regional preparation.
2. Store Sales Ads – exercise to encourage techniques to ensure smart shopping outcomes and confidence w/ money.
3. Skit props (as determined by teen team)

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

Anytime during the program year.

MODULE:

Confidence

Shopping Module

SHOPPING 101

Scenario:

American Eagle/Abercrombie (etc) is having a 25% off Sale. You have \$150.

1. What can you buy based on these advertised items?
 - Jeans \$39.99
 - Skirt \$19.99
 - Polo Shirts \$14.99
 - T-shirts \$12.00
 - Trunks \$19.99
 - Jackets \$49.00
 - Sweaters \$20.00
 - Etc...
2. What could you buy with an extra 5% off?
3. Would you do better with the discount or these 2 for deals?
 - Jeans: 2 for \$50.00
 - Skirts: 2 for \$35.00
 - Polo: 2 for \$20.00
 - T-shirts: 2 for \$15.00
 - Trunks: 2 for \$30.00
 - Jackets: 2 for \$75.00
 - Sweaters: 2 for \$35.00
4. When should you buy clothing at full price?

Techniques would include using basic estimating skills to assess discounted cost. For example 25% is like taking the price and divide it by 4 to obtain the discount amount. Subtract this amount from the price to determine discounted price. Another method would be to divide cost by 4 and then multiply by 3 to determine discounted price. If it's 30% use the 10% method of moving the decimal over one place to the left and multiplying that amount by 3 to determine the discount. Subtract this amount from the price and determine the discounted price.

A grocery store exercise could be similar in nature. Reviewing which size item to buy based on cost/oz. or cost/lb etc.

Material Required:

For Sale Signs, Paper Ads, Internet Ads, Internet Coupons, clothing items (paper cut outs), Inexpensive Calculator and Pencil/Paper

MODULE:

Confidence

Shopping Module

Pre-Planning:

Contact Store Manager – explain activity. See if they'd be willing to assist (provide models, display boards, for sale signs, discounted coupons, etc.) Arrange for a special Jack and Jill promotional day to practice newly acquired skills.

Suggested Timeframe:

1 hour without the store trip

3 hours if trip is included. To cut out drive time – find out if meeting place is available in the mail to have the 35-45 minute module.

*This plays out better in a financial module, if included.

MODULE:

Communications/Listening

Module Objective

To assist the teens in developing an active listening process which will require their participation. To fully understand the meaning of a communication, you will have to ask questions and give feedback.

Module Abstract

1. Teens should be able to paraphrase, or state in their own words what they think someone just said.
2. Teens should be able to clarify by asking questions until they get more of the picture; the intention is to fully understand what's being said.
3. After they have paraphrased and clarified what was said, and hopefully understood it, they should be able to talk about their reactions. The teens should be able to, in a nonjudgmental way, share what they thought, felt, or sensed.

Module Outcomes

At the completion of this module, teens will be able to:

1. Demonstrate improved academic performance.
2. Problem solving skills will be enhanced, leading to non-confrontational response.
3. Assume leadership roles with developed socialization skills.
4. Assess and respond in a more informed manner.

MODULE:

Communications/Listening

Suggested Activities

Telephone – The president will make a statement based on the teen meeting agenda items. It is then whispered from one teen to the next until it returns to the president. The goal is to ensure that the comment is consistent throughout its entire trip around the players. The president will then provide feedback and comment on the importance of focusing and listening.

Materials Needed

Agenda

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

Anytime during the program year.

MODULE:

Communications/Public Speaking

Module Objective

To assist the teens in developing and delivering key messages to audiences regardless of size.

Module Abstract

1. Teens should be able to develop and deliver key points/messages to audiences.
2. Teens should be able to field questions and provide clarity and accurate responses to content of speech.
3. Teens should be able to be confident when presenting or speaking to an audience.

Module Outcomes

At the completion of this module, teens will be able to:

1. Present to audiences with confidence.
2. Communicate messages clearly through effective delivery.
3. Be more effective in a leadership role.
4. Field and respond to questions

MODULE:

Communications/Public Speaking

Suggested Activities

- Impromptu Speaking – several topics or current events will be put into a hat and randomly selected by group members. Teens will speak for 1-2 minutes on the topic selected and peers will critique their speeches. The audience (peers) will use a rubric to give teens what to look and listen for during the speech. (Something taken from Toastmasters or ITC, International Training in Communications)
- Prepared Speeches – Teens will choose a topic (current event) to write about sharing their point of view and trying to persuade the audience to agree. This would be done twice a year (Jan. and May) first to give the teens time to learn how to prepare a speech and the second time to see how much they have improved.
- Listening Skills – The audience (teen/peers) will prepare questions from the speaker's presentation and will participate in a question and answer session (dialogue).
- Suggest Videotape – Save before and add the after to the same tape/DVD.

Materials Needed

- Topics of Discussion (current events)
- Pencil/paper
- Guidelines for speech writing and impromptu speaking (again something from Toastmasters and/or ITC, International Training in Communications)
- Video camera and tapes

Evaluation

Teens will use an evaluation sheet that will consist of relevant questions to determine if the goals and objectives were met.

MODULE:

Communications/Public Speaking

Suggested Time Frame

At each meeting of the program year one or two teens will participate in the impromptu activity (speaking and listening). At the first meeting of the year, each teen will receive the guidelines for impromptu speaking and for how to write a speech. Topics for speech writing will be given no later than the second meeting. A celebration will be held at the end of the year to give certificates of participation and for most improved speaker.

MODULE:

Communications/Public Speaking

Suggested Activities

Teens will fill in activities during the cluster or program year on “how” to meet the objectives and outcome of the module.

Materials Needed

Video camera; paper to write brief speech / 3 messages.

Evaluation

Evaluation sheets will be completed to answer questions such as: this module will assist teens in effective presentations and presenting to large audiences. Also, videotape presentation and have child self assess and critique.

Suggested Time Frame

Can be done at any time during the program year.

MODULE:

Communications/Public Speaking

Suggested Activities

1. Tell a funny family story in front of a small group of people and advancing to a larger group.
2. Role-play a job interview.
3. Practice your presentation in front of a mirror.
4. Bring in a speaker from Toastmasters.
5. Enroll in a public speaking class at school.

Materials Needed

Evaluation form that can be administered:

To include a rating scale 1-5, 5=excellent 1= needs practice

1. Articulation
2. Rate & Rhythm
3. Loudness
4. Pitch
5. Body Language (facial expression, stance, gestures, hand movements)
6. Phrasing
7. Intonation
8. Expression
9. Fillers (um, uh)
10. Overall Presentation

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

MODULE:

Communications/Public Speaking

Suggested Time Frame

First or second meeting of the program year.

MODULE:

Goal Setting

Module Objective

This module will assist teens in developing goal setting strategies.

Module Abstract

Goal setting is the act of creating a vision for an individual or group and identifying the steps necessary to achieve that vision.

Module Outcomes

At the completion of this module, teens will be able to:

1. Develop two long-term and two short-term personal goals with an action plan for implementation.
2. Develop at least three group goals for their teen group that can be implemented during the program year.

MODULE:

Goal Setting

Suggested Activities

1. Facilitator will use PowerPoint ® to introduce John Alston's Guide to Successful Goal Setting. Teens will use handouts to write their goals and prioritize them.
2. Teens will make an action plan for each goal by recording or illustrating on handout charts and take the steps necessary to accomplish each goal.
3. Teens will break into groups of five and brainstorm goals for their chapter teen groups. Write these on large charts. Prioritize the top three and record on their papers.
4. Large group discussion and wrap up. Share a few goals, emphasize guidelines, and pointers on big screen. Posters given to each teen for use with different future goals.

Materials Needed

Screen, computer, module handouts, large post-it chart paper, easels, markers, pens, pencils, goal posters.

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

First or second meeting of the program year.

MODULE: **Goal Setting**

John Alston's Guide

*"Goals are Life's
Targets...you
cannot hit them
unless you can see
them!"*

Motivation/Purpose/Goals

Guidelines To Successful Goal Setting

Setting goals, like anything else in life, requires guidelines. The following are a few guidelines to help you set and achieve your goals more effectively.

#1. Put Your Goals In Writing

When you put things on paper, it makes them more believable.

#2. Prioritize

When you prioritize your goals, you decide what should come first.

#3. Plan

Goals without plans are meaningless.

#4. Break Goals Down Into Objectives – "Bite Size Steps"

List all of the *bite-size steps* in order to accomplish each goal.

#5. Give Each Goal A Deadline

Decide when you would like to accomplish your goal. Also determine how you will know when you've achieved it, and what you will accept as evidence of accomplishment.

*"No One Will Do For
You, That Which You
Must Do For Yourself!"*

MODULE: **Goal Setting**

“Goals create demand for those who set them. Your effort is essential for the achievement of your goals. Your behavior must rise and meet the demands of the goal.”

“Be willing to put forth the effort necessary to achieve what you want and be willing to experience the discomfort that may go with the effort. Being uncomfortable about doing something is no excuse for not doing what must be done.”

John Alston

EXERCISE #1

Take 5 minutes to write your short-term goals that you want to accomplish in one year.

- A.
- B.
- C.
- D.
- E.
- F.

Circle your top two goals. Number them in order of priority.

Take 5 minutes to write your long-term goals that you want to accomplish in 5 – 10 years.

- A.
- B.
- C.
- D.
- E.
- F.

Circle your top two goals. Number them in order of priority.

MODULE: **Goal Setting**

EXERCISE #2

Use the boxes below and on the next pages to write or draw illustrations (cartoon option) to make action plans for two short-term goals and two long-term goals.

INSERT YOUR FIRST SHORT-TERM GOAL

What steps do I need to take to achieve this goal?

How much time will it take to accomplish this goal?

What obstacles could hinder or get in the way of me achieving this goal?

What value/rewards/personal satisfaction will I get from accomplishing this goal?

MODULE:

Goal Setting

INSERT YOUR SECOND SHORT-TERM GOAL

What steps do I need to take to achieve this goal?

How much time will it take to accomplish this goal?

What obstacles could hinder or get in the way of me achieving this goal?

What value/rewards/personal satisfaction will I get from accomplishing this goal?

MODULE:
Goal Setting

INSERT YOUR FIRST LONG-TERM GOAL

What steps do I need to take to achieve this goal?

How much time will it take to accomplish this goal?

What obstacles could hinder or get in the way of me achieving this goal?

What value/rewards/personal satisfaction will I get from accomplishing this goal?

MODULE:

Goal Setting

INSERT YOUR SECOND LONG-TERM GOAL

What steps do I need to take to achieve this goal?

How much time will it take to accomplish this goal?

What obstacles could hinder or get in the way of me achieving this goal?

What value/rewards/personal satisfaction will I get from accomplishing this goal?

MODULE:

Goal Setting

EXERCISE #3

Break into groups of five and brainstorm goals for your Jack and Jill Chapter Teen Group. Prioritize the top three goals.

1. _____
2. _____
3. _____

EXERCISE #4

Large group discussion and wrap up. Share one short-term goal, one long term and some of the chapter goals. Review five steps to successful goal setting. Read poems on next page. Give Goal Poster to all teens to refer to in the future.

- #1. Put Your Goals In Writing
- #2. Prioritize
- #3. Plan
- #4. Break Goals Down Into Objectives
- #5. Give Each Goal A Deadline

MODULE:
Goal Setting

Purpose Is What Gives Life Meaning

THE GREAT CHALLENGE IS
TO PREPARE OURSELVES TO
ENTER THESE
DOORS OF OPPORTUNITY.

Martin Luther King, Jr.

YOU HAVE TO EXPECT
THINGS OF YOURSELF
BEFORE YOU CAN DO THEM.

Michael Jordan

FROM MY MIND 2 THE DEPTHS OF MY SOUL
I YEARN 2 ACHIEVE ALL OF MY GOALS
AND ALL OF MY FREE TIME WILL BE SPENT
ON THE 1's I MISS I WILL LAMENT

I AM NOT A PERFECTIONIST
BUT STILL I SEEK PERFECTION
I AM NOT A GREAT ROMANTIC
BUT YET I YEARN 4 AFFECTION

ETERNALLY MY MIND WILL PRODUCE
WAYS 2 PUT MY TALENTS 2 USE
AND WHEN I'M DONE NO MATTER WHERE I'VE BEEN
I'LL LEARN 2 DO IT ALL AGAIN.

Tupac Amaru Shakur

MODULE:

Goal Setting

Purpose Is What Gives Life Meaning



Insert your goal



What steps do I need to take to achieve this goal?

How much time will it take to accomplish this goal?

What obstacles could hinder or get in the way of me achieving this goal?

What value/rewards/personal satisfaction will I get from accomplishing this goal?

MODULE:

Goal Setting

Suggested Activities

Goal setting is a concrete set of directions and development of a place to assist individuals and groups to stay focused on a purpose.

1. Have a Brain Storming session for Goal Setting. Each teen should have the opportunity to make at least one Brainstorming suggestion. If you have a chapter larger than 5, split into groups. Always remember, no suggestion is a bad suggestion
2. Select a Facilitator to oversee the Brain Storming session
3. Narrow down the list of suggestions and divide the list into short-term goals, long-term goals and Current Program Year Goals
4. Complete an Action Plan, listing
 - What is the goal/activity
 - Who's responsible for the goal/activity
 - When will this activity take place (is this a short, long, individual or group goal?)
 - Where will this activity take place (school or chapter)
 - Any Obstacles (are there any costs?)
5. President, Vice President and Teen Advisor should sign off on the Action Plan; this represents commitment

Materials Needed

Pencils/pens and paper (large posted paper if possible so the paper can be posted on the wall so everyone can see all the suggestions)
Goal Setting – Brain Storming Sheets
Action Plan Sheet
Evaluation Form

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

MODULE:

Goal Setting

Suggested Time Frame

First or second meeting of the program year.

MODULE:

Goal Setting

Suggested Activities

1. Create a goal poster (using pictures from magazines or newspapers) that you position in a place that reminds you of your goal(s) daily. The pictures should also illustrate your action steps. Select a short or long term goal.
2. In designated groups, brainstorm ideas for group goals (and action steps) to bring to the larger body for discussion. You will need a facilitator and a recorder. Goals within the group:
 - Working cooperatively
 - Respecting the opinions of others
 - Develop at least three group goals and action steps that can be implemented during the program year based on the outcomes of the small group sessions.
 - What program activities will help us meet the goals? How?

Materials Needed

- Goal Setting Module and Notebook
- Pen
- Magazine, Newspapers
- Foam Board or Poster Board
- Glue

Evaluation

Evaluation sheets will be completed at the last meeting of the Jack and Jill year to determine which goals were met and suggestions for goals not met.

MODULE:

Goal Setting

Suggested Time Frame

Anytime during the program year.

MODULE:

Goal Setting

Suggested Activities

Teens will unscramble steps in order to achieve the goal of “Getting Into College”.
They will: Put the steps to achieve this goal in order.
Discuss whether more steps are needed.
Discuss how to make decisions concerning the correct order.

Materials Needed

Copies of a scrambled decision process. (See attached sheet)

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

First or second meeting of the program year.

MODULE:

Goal Setting

Scrambled Decision Process

Goal: Get Into College

Scrambled Steps:

1. Solicit teacher recommendations.
 2. Visit schools of interest.
 3. Get good grades
 4. Talk to guidance councilors
 5. Take the standardized tests. (ACT/SAT)
 6. Identify schools of interest, matching your ability level.
 7. Review scholarship opportunities.
 8. Send in applications.
 9. Become involved in extra curricular activities.
 10. Maintain grades through 2nd semester of your senior year.
- Put steps to achieve goal in order.
 - Are more steps needed? Identify and explain.
 - Discuss the order of the steps. How does one make a decision about the order of steps to achieve any goal?
 - What resources are available to help you set priorities?

MODULE:

Goal Setting

Suggested Activities

1. Teens will meet and in turns share one of their personal long-term and short-term goals with the entire Teen group. The Teen group will then write what they feel should be another short term and another long-term for that individual. That teen will read what the other teens have written and decide on a second short term and second long term goal. Teens will then discuss ways that this teen can achieve his/her goals. This sharing and suggesting will continue until the entire teen group has two short term and two long-term goals.
2. Teens will write down what they feel the main area that needs improvement with the Teen group. The areas will be written on a board and the Teen group will vote on the area that needs the most improvement. Teens will discuss ways that they can improve this area and set a date for achieving the goal.

Materials Needed

4x5 sheets with Short Term Goals written on first line.
4x5 sheets with Long Term Goals written on the first line.
4x5 sheets with Suggested Short Term Goals written on the first line.
4x5 sheets with Suggested Long Term Goals written on the first line.

4x5 sheets with Area Needing Most Improvement in Teen Group on first line.
Blackboard or Writing Easel.

Evaluation

Evaluation sheets will be completed at the last meeting of the Jack and Jill year to determine which goals were met and suggestions for goals not met.

MODULE:

Goal Setting

Suggested Time Frame

Anytime during the program year.

MODULE:

Integrity & Ethics

Module Objective

To assist teens in developing an understanding of the importance and impact of behaving in an ethical manner and with integrity at all times.

Module Abstract

Integrity is a value that is exhibited through behavior that adheres to high moral standards. Ethics is the discipline dealing with what is good and bad with moral duty and obligation. Combined, integrity and ethics are a set of moral principles and behavior dealing with what is right and what is wrong.

Module Outcomes

At the completion of this module, teens will be able to:

1. Distinguish between ethical and unethical decisions, choices and behavior.
2. Identify unethical behavior and articulate or state the behavior that would be a more ethical choice.
3. Describe the impact of unethical behavior.

MODULE:

Integrity & Ethics

Suggested Activities

1. Participation in an underground railroad.
2. Visit a museum of African-American Heritage.
3. Attend a play.
4. View historically precise media related to African-American history.

Follow-up extension.

- Discuss the moral and ethical dilemmas of the “conductors” (abolitionist) and run-away slaves who took on leadership roles.
- Illustrate other moral choices persons of African-American heritage have been faced with.
- Identify, compare and contrast historically similar challenges of moral integrity in the world.
- Given our present knowledge, should one apply what has taken place in African-American history to the future?
- Describe the historical impact on other members of the African Diaspora.
- Creatively express one’s reflective emotions through a chosen medium (art, music, movement, prose, etc).

Materials Needed

Based on activities.

Evaluation

General participation with written feedback. Teen’s final project.

MODULE:

Integrity & Ethics

Suggested Time Frame

During the months of January and February.

MODULE:

Integrity & Ethics

Suggested Activities

Role Playing- Using different scenarios involving different ethics and integrity issues, teens will act out the situations. The other teens will identify what issues are present, wrong and discuss ways that the situation could have been handled differently. Teens would also discuss what the other possible outcomes would be if the situation was handled differently.

Role playing will include issues that teens face on a regular basis such as the use of alcohol and drugs, shoplifting, cheating in school, relationships with the opposite sex, etc.

Different scenarios would be placed in a box and blindly drawn out by a group of two or three to role play. Allow 1-2 minutes each for role playing and approximately 5-10 minutes to discuss.

Materials Needed

Small box to hold scripts. Paper for scenarios to be typed or written. Timer or stop watch.

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

First or second meeting of the program year with follow up activities to reinforce during the year.

MODULE:

Legislative

Module Objective

To provide teens with a greater understanding of the legislative powers (National, State, Local) that affect their lives as well as the legislative issues that impact people of color. Teens will become empowered by actively engaging in the legislative process.

Module Abstract

Having the power or performing the function of legislating, i.e., making and/or enacting laws. Jack and Jill teens learn the process by which the laws of the organization are rendered by role-playing the process of enacting law(s).

Module Outcomes

At the completion of this module, teens will be able to:

1. Describe how the legislative process defines their lives.
2. Identify key legislative positions, including local (county, city, school, church) that serve to represent them.
3. Research legislative issues that directly impact people of color.
4. Communicate personal interests and concerns of current and future legislation that impact people of color.

Determine a personal and group course of action to support (or not support) a particular legislative issue that affects people. Analyze the legislation and identify strategies to support (or not) the issue of concern.

MODULE:

Legislative

Suggested Activities

This activity is designed to take place over a period of two meetings. The first meeting should include the separation of roles, and the distribution of responsibility for the research involved with the activity. The second meeting consists of an actual simulation of the voting process.

Day I

- A. Describe an issue that concerns Black Americans
 1. Possible topics could include affirmative action, welfare, social security, etc.
- B. Research the issue
 1. Thoroughly describe a law that addresses the issue
 2. Divide into three groups by picking out of a hat.
 - a. The groups are: President (1 person), delegates (3 people), community (remaining people)
 - b. The community should also be divided into three groups.
 - i. one group supports the proposed law
 - ii. one group does not support the proposed law
 - iii. one group neither supports nor disapproves of the proposed law
 3. Each person is responsible for researching the role that they have randomly been assigned.
 - a. Enough research should be done in order to describe the responsibilities of the role within a Jack & Jill setting, a community organization, and the American government.
 - b. The responsibility of the community is to research the issue further. The group in support of the law should research reasons why the law is helpful. Those opposed to it should research the negative aspects of the law. Those in the third group should familiarize themselves with both view points, but do not have the responsibility of knowing an immense amount of details because they must research both sides. The work should be split among group members so that each person only researches a particular aspect of the law.

Day II

- A. Responsibilities of roles for game
 1. President: timekeeper, overseer and facilitator, presenter of final decision on the law.
 2. Delegates
 - a. Divide into Delegate A, Delegate B, and Delegate C
 - i. A supports the law
 - ii. B opposes the law
 - iii. C is neutral
 - b. Represent their respective groups.
 - c. Negotiate views with each other keeping in mind group's position.
 - d. Propose a compromised form of the law and present it to the community.

MODULE:

Legislative

Suggested Activities

- e. Take into account the votes of their group when making the final vote on the law.
 - f. This vote will not guarantee that the law will be passed or denied.
 - g. It serves to demonstrate the sentiment of the community to the delegates, who make the ultimate vote.
- B. Process of Game
1. The President and 3 delegates will present their research to the group. The presentations should last no longer than 3 minutes each.
 2. Each community group will have 15 minutes to present and discuss their research to each other in order to form and strengthen their opinion on the proposed law.
 - a. Delegates oversee this discussion and can add personal views and questions regarding the law, but should minimize their input.
 - b. President can rotate from group to group but is not allowed to say anything. He or she can only listen to the issue and each group's perspective.
 3. During the last 5 minutes of the discussion phase the delegates must leave their group and go into a negotiating phase.
 - a. Delegates will present their groups' issues to each other and come up with a compromised law.
 - b. At the end of the five minutes they will meet with their group and present the compromised law.
 4. There will be a 5 minute discussion/voting phase
 - a. The group will meet with delegates and discuss their views on the compromised bill.
 - b. The group is expected to vote by the end of 5 minutes whether or not they will accept the compromised law. Delegates should oversee the voting.
 5. Delegate phase
 - a. Delegates are expected to vote on the compromised bill. The president oversees this vote. Voting must be confidential. The president will then present the decision to the community.
 - b. If the law is neither accepted nor rejected then the delegates will go into another compromise phase of 5 minutes. And repeat steps 3a through 5a until a decision is made.

MODULE:

Legislative

Materials Needed

Research materials on affirmative action, educational access, social security or other areas affecting the black community. Watch, ballots, pens, paper, container for random drawing

Evaluation

Evaluation sheets will be completed to answer questions such as:
What legislation did the Teens review/analyze? To what end? Did any of the Teens strive for an elected office in their community? (school council government; church office, etc.) Did Teens communicate with any legislators regarding issues of support (or not)? To what end?

Suggested Time Frame

Throughout the program year.

MODULE:

Problem Solving & Conflict Resolution

Module Objective

To provide teens with a method for problem solving and conflict resolution. Using the TEACH process, teens should be able to effectively problem solve.

T – Time (spend time to discover the real issues)

E – Exposure (find out what others have done)

A – Assistance (study all angles)

C – Creatively (brainstorm multiple solutions)

H – Hit It (implement the best solution)

Module Abstract

Problem solving/conflict resolution is the ability to anticipate a problem situation and identify creative ways to produce solutions.

Module Outcomes

At the completion of this module, teens will be able to identify methods for problem solving and conflict resolution.

MODULE:

Problem Solving & Conflict Resolution

Suggested Activities

1. All teens in the group will create a skit. The setting is a meeting between Jack and Jill moms and teens. The purpose of the meeting is to discuss the pros and cons of teens driving to activities. A decision will be made based upon the highest results of pros and cons. More pros = yes. More cons = no. (Assume our organizations insurance policy covers teens driving. This activity is for discussion purposes only and does not change your by-laws.)
2. Role-play an incident that involves unfair racial profiling while shopping at the mall. Your parents aren't there. How do you resolve the problem?

Materials Needed

1. Chairs for teen girls posing as moms and chairs on the opposite side for teens.

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

Anytime during the program year.

MODULE:

Risk Taking

Module Objective

To assist teens in understanding the factors of risk involved in their daily activities. To appreciate the value and consequences of taking a risk in a given activity.

Module Abstract

Risk taking involves:

1. Acting on change and probability
2. Accepting loss
3. Initiating a backup plan of action
4. Leveraging plan time to take on a risk

Module Outcomes

At the completion of this module, teens will be able to:

1. Identify how and when to take risks
2. Learn to develop a backup of action
3. Demonstrate an understanding of risk taking and how to approach it effectively

MODULE:

Risk Taking

Suggested Activities

The teens will:

- Divide into small groups and list the Do's and Don'ts for Risk-taking behaviors.
- The teens will report all results to the large group.
- The teens will also discuss risky behaviors
- The teens can design and create a web page on how to be responsible and include resources and information on risk-taking behaviors to help teens understand the choices and consequences.

Materials Needed

Posters, markers, paper, pens, white board and computer/laptop notebooks.

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

First or second meeting of the program year and further activities for reinforcement.

MODULE:

Risk Taking

Suggested Activities

A game of monopoly with facilitated discussion after 1-2 rounds on the board.

Step 1: Play the game.

1. The teen group is divided into 2 teams. Team 1 is the first player of the monopoly game. Team 2 is the second player.
2. Team 1 is risk averse and can use none of their funds to buy property. They must, however, pay any penalties as they proceed around the board.
3. Team 2 is a risk taker and evaluates their option to purchase properties and does so accordingly.
4. After the last team has completed their second round on the board, the game is over.

Step 2: Facilitate a discussion about risk.

1. Volunteers from Team 1 will present and address the pros and cons they derived from not taking risks and the impact not taking risks had on them as a group.
2. Volunteers from Team 2 will present and address the pros and cons they derived from taking risks and the impact taking risks had on them as a group.
3. After the two teams present, have open discussion on how and when to take risks. Have teens individually volunteer to share a time when they 1) took a risk that benefited them and a time they 2) took a risk that did not succeed. Ask what they learned from each experience.

Materials Needed

1. One monopoly game (an additional monopoly game can be used for larger chapters).
2. Copies of modified game rules for this activity (attached)
3. Flip chart or board to capture pros and cons presented by each team.

MODULE:

Risk Taking

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

First or second meeting of the program year and further activities for reinforcement.

MODULE:

Self - Discipline

Module Objective

1. Teens will be able to discuss tips on remaining calm in different situations.
2. Teens will be able to list strategies that help one to remain calm and focused.
3. Teens will be able to identify five benefits of having self-control.

Module Abstract

Self-Discipline is the controlling of oneself or one's desires, actions or habits.

Module Outcomes

At the completion of this module, teens will be able to:

1. Teens will demonstrate self-control in their daily activities.
2. Teens will apply self-control strategies learned in this workshop.

MODULE:

Self - Discipline

Suggested Activities

Rules:

1. Every teen will have one hundred pennies. If a teen catches another teen doing or saying the following, they will collect 10 pennies from that teen.
2. Every teen will have a list of items to bring to the meeting or a task to complete, if any teen fails to do what is required, they must put 20 pennies into the bowl.
3. At the end of this activity, the teen that has collected the most pennies will keep them. All of the other teens must put their remaining pennies into the bowl. Those proceeds will be donated to Foundation.

Penalties:

Fine: 20 pennies

1. Teens must arrive to the teen meeting on time.
2. Teens must memorize the affirmation. The teens must write down the affirmation and quote on a sheet of lined paper with their name attached.
3. Teens must bring a snack to share with the group.

Fine: 10 pennies

1. Interrupting when someone else is speaking.
2. Cell phone usage.
3. Chewing gum
4. Saying Uh or you know what I mean
5. Folding your arms or crossing your legs/ankles.

Materials Needed

Materials Needed:

1. All teens must bring \$1.00 to the meeting. The Teen Advisor will determine the number of teens in the teen group and will go to the bank and get that number of rolls of 100 pennies.
2. Lined paper
3. One large bowl
4. 3 weeks prior to the scheduled teen meeting, Mail teen meeting notice, affirmation and one quote to be memorized and request to bring a snack to share with the group.

MODULE:

Self - Discipline

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented in this module helpful?
2. What topic would you like to learn more about?
3. Were the objectives of this workshop met?
4. What suggestions do you have for improvement?

Suggested Time Frame

Anytime during the program year.

MODULE:

Self - Discipline

Suggested Activities

Anger Management training and discussion

- Identify situations that “push your buttons” or cause you to get angry.
- Identify responses to anger-physical and emotional.
- Review these healthy responses to anger.
 1. Stop, calm down and think before you say anything.
 2. Once you're calm, try to say what the problem is and how it makes you feel (I statements).
 3. Try to think of some solutions and what the consequences of the solutions would be.
 4. Explain your solutions and try to put them into action.
 5. Listen to music and dance
 6. Write it down
 7. Draw, scribble or sketch your angry feelings
 8. Play a sport or work out
 9. Meditate or practice deep breathing – count to ten.

Relaxation Training (Ask yoga instructor to facilitate)

1. Practice deep breathing relaxation
2. Practice visualization
3. Practice gradual muscle relaxation
4. Practice pressure points relaxation

Role Play Conflict Situations

1. Practice self awareness and self discipline
2. Have teens volunteer to role-play conflict situations at home, school, with friends, etc.

Summarize session

Materials Needed

Flip chart for discussion topics

Role-play situations – can get from Anger Management Training Material.

Facilitator needs to have researched and practiced relaxation-training techniques before demonstrating to teens.

MODULE:

Self - Discipline

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented in this module helpful?
2. What topic would you like to learn more about?
3. Were the objectives of this workshop met?
4. What suggestions do you have for improvement?

Suggested Time Frame

First or second meeting of the program year.

MODULE:

Service & Sacrifice

Module Objective

The purpose of this module is for teens to grow to understand the importance of service to their community through the giving of oneself on behalf of someone or something else, which will better their selfless development into a humble leader.

Module Abstract

Service and sacrifice is the act of giving of oneself unselfishly to others.

Module Outcomes

At the completion of this module, teens will be able to humbly serve their community and display an understanding of delayed gratification in order to better the community.

MODULE:

Service & Sacrifice

Suggested Activities

- | | |
|-----------------------------------|--|
| Activities with young children | 1) Proficiency Test Tutoring with a local elementary school students. |
| | 2) Providing child care/babysitting services for pre-school and elementary school students – charge a nominal fee and donate the collected to a local school (or several schools) to be used for books and/or supplies. |
| | 3) Mentoring/role-modeling |
| Activities With Senior Citizens | 1) Visiting with and providing companionship and sharing donated toiletries to senior citizens at senior centers/congregate meal sites, assisted living facilities, nursing homes, or through churches and/or groups. |
| Outreach efforts to the community | 1) Neighborhood and Community Cleanup |
| | 2) Community beautification , i.e. planting flowers and trees. |
| | 3) Volunteering at soup kitchens. |
| | 3) Organizing food drives and collecting for local food banks. |
| | 4) Collecting and organizing donations (“wish list”) to local shelters. |
| Community Awareness | 1) Seat Belt Safety Campaign |

We have found that our service projects have been most successful when an outlined plan is developed by a designated group of leaders who either volunteer or are appointed and are committed to the task at hand. In terms of scheduling, we have found that late mornings or early afternoons are the best times of day to set the time for service projects. Willingness, energy and commitment are necessary ingredients for each of the suggested activities also. All outreach efforts require arrangements being made through an identified representative or liaison from the educational institution or the community organization.

MODULE:

Service & Sacrifice

Materials Needed

MATERIALS NEEDED

Activities with young children	1)	Tutoring – an accessible facility (i.e., school building, library, community recreation center, church, school supplies, grade level review sheets, flash cards, books, math skill building activities, 4 th grade Ohio Proficiency Test Booklets, incentive prizes, participation and service certificates.
	2)	Child care/babysitting services – games, puzzles, craft supplies, school Supplies (i.e., paper, pencils, scissors), healthy snacks.
	3)	Mentoring/role modeling – honesty, integrity, commitment, patience, willingness to teach and share experiences, companionship, visitation of senior citizens.
Activities with Senior Citizens	1)	Companionship, visitation of senior citizens – interactive fun games (i.e., Bingo, Scrabble) toiletry donations, healthy diet conscious snacks (with dietician and/or activities coordinator approval), service certificates.
Outreach efforts to the community	1)	Neighborhood and community Clean up - cleaning supplies (i.e., soap and water, mops, broom, buckets, dust pans, garbage bags), service certificates.
	2)	Community Beautification – Permission to plan from appropriate sources, open space, fertile ground, seeds, soil, water, fertilizer, commitment to provide or arrange for long-term care, service certificates.
	3)	Volunteering at Soup Kitchens – posters and/or flyers to advertise time and location, service certificates.
	4)	Organizing food drives and collecting on behalf of local food banks – posters and/or flyers to advertise time and location of collection, donations of nonperishable foods, canned goods, large boxes, flyers and/or posters to advertise time and location of collection, service certificates.
	5)	Collecting and organizing “wish list” donations on behalf of local shelters – donations of toiletries and other necessities, service certificates.
Community Awareness	1)	Seat Belt Safety – Research and statistics regarding the consequences of Not wearing seat belts, flyers, posters, and campaign literature to distribute.

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

MODULE:

Service & Sacrifice

Suggested Time Frame

Throughout the program year.

MODULE:

Service & Sacrifice

Suggested Activities

Volunteer your time in helping others and your community by donating food items and serving food at your local homeless shelter.

Materials Needed

Contact the shelter to determine the food items that are needed. Aprons and plastic gloves for serving food.

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

This activity could be implemented any time during the programming year.

MODULE:

Service & Sacrifice

Suggested Activities

Review the guidelines and apply for a Jack and Jill Violet Greer Teen/Associate grant for the chapter.

Materials Needed

- Previous funded grant examples.
- Grant application from the Regional member-at-large.

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the grant writing exercise helpful?
2. What do you believe will be the outcome?

Suggested Time Frame

The first meeting of the program year.

MODULE:

Trust & Respect

Module Objective

To provide teens the ability to identify and vocalize the characteristics of a trustworthy person.

- Teens should be able to list qualities that build trust.
- Teens will define and give an example of respect.
- Given a list of situations, teens will discern between situations that are respectful and disrespectful.
- Given two scenarios, the teen will identify the situation that shows disrespect, and then revise the situation to show respect.

Module Abstract

Trust is a firm belief or confidence in the honest, integrity, reliability and justice of another person. Respect is to feel or show honor or esteem.

Module Outcomes

At the completion of this module, teens will be able to:

1. Demonstrate trust-building activities.
2. Appreciate the value of building trusted in their daily lives.
3. Gain a better understanding of respect.
4. Understand that what you believe about yourself has a major impact on your accomplishments.

MODULE:

Trust & Respect

Suggested Activities

Follow the Leader:

Pair people off. Blindfold one person. The other person then leads them through an obstacle course. A round is when each person of the pair, gets the chance to be the leader and then follower. Switch partners after each round. Each person should get to experience two or three rounds. A pair is successful when the follower makes it through the course unharmed. Have fun!

Discussion Ideas:

“What” Questions

- How hard was it to be lead around the obstacle course?
- How hard was it to trust the person who was the leader?
- How did you decide to communicate with each other? Which way to turn?
- Which role was more fun, being the leader or the follower? Why?
- Did the leader try to fool the follower? Why or why not?
- How hard was it to fool the follower?
- Was your strategy to get through the course quickly or safely? Why?
- How well did your chosen strategy work for you?
- Did you change strategies during the game?

“So What” Questions

- Were you usually helpful or did you try to fool the follower? Why?
- Were you ever challenged by the follower? If so, why did he or she challenge you?
- Did you notice any behaviors during the game that would make you trust the leader less? What were these behaviors?
- How do we get people to trust us?
- What events make people lose their trust in us? Give some examples.
- How hard is it to regain someone’s trust?
- What do we have to do to regain someone’s trust?
- How long does it take to lose someone’s trust?
- How long does it take to gain someone’s trust?
- Why would we want people to trust us?
- How do the words responsibility and trust go together?
- How does the phrase “making your own decisions” and trust go together?

“Now What” Questions

- Is honesty always rewarded in the short-run? In the long-run?
- How should we behave if we want people to trust us?
- What kinds of behaviors would make others lose their trust in us?
- What does being trustworthy allow us to do that being untrustworthy would not?

MODULE:

Trust & Respect

Materials Needed

A large room or enough room for several pairs of people to move around in.
One Blindfold per pair.
Obstacles for the course (e.g. chairs, tables, etc.)

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. What topic would you like to learn more about?
3. Were the objectives of this workshop met?
4. What suggestions do you have for improvement?

Suggested Time Frame

First or second meeting of the program year. Fifteen (15) minutes

MODULE:

Utilizing Strengths

Module Objective

To assist the teens in appreciating and utilizing each other's strengths in their work as a chapter.

Module Abstract

Utilizing strengths involves:

1. identifying the diverse styles and talents represented in the teen group;
2. celebrating that diversity in skill-sets; and
3. leveraging each other's strengths for the good of the group.

Module Outcomes

At the completion of this module, teens will be able to:

1. Appreciate the diversity in skills set.
2. Utilize each other's strength within their chapter.

MODULE:

Utilizing Strengths

Suggested Activities

- I. **Icebreaker:** “Something I (enjoy/am good at) that not many know about is..... (each teen takes turns answering the question)
- II. **Personality and/or communication styles assessment:** (e.g. DISC®, Meyers-Briggs®, etc)
- III. **Skill Self-Assessment:** Teens individually check off their strengths from a list of possible choices.
- IV. **Discussion:** Possible questions include:
 - *Were you surprised by anything you discovered in the Assessments?
 - *How are your skills the same and/or different from others in the group?
 - *Who has a skill set that is most different from yours?
 - *What are some things you can do to show that you value those who are different?
 - *In our work and play together as a chapter, is it better to have everyone have the same skills and styles or is it better to have members with different skills and styles?
 - *In the upcoming program year, how can our teen group make the most of teens whose talents and skills have been under-utilized?
 - *How can we incorporate each other’s skills and interests in our planned community service projects and activities?
- V. **Group Goal-Setting and Planning Exercise**
Facilitate teens in making SMART personal and group goals for utilizing each others skills and strengths
(Specific, Measurable, Achievable, Relevant, Time-based)

Materials Needed

Personality Assessments
Skills Assessments
Goal Sheets

MODULE:

Utilizing Strengths

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. Was the material presented helpful?
2. Were the objectives of this workshop met?
3. What suggestions do you have for improvement?

Suggested Time Frame

Anytime during the program year.

MODULE:

Vision

Module Objective

This module will assist teens in creating a vision for themselves and recognizing that vision leads the leader.

Module Abstract

Vision is defined as the ability to perceive something not actually visible as through mental acuteness or keen foresight. Vision is the ability to see what can be and be willing to unselfishly give of oneself to make it happen.

Module Outcomes

At the completion of this module, teens will be able to:

1. Understand how vision becomes a part of a good leader's life;
2. Improve their vision capabilities;
3. Articulate the vision of great leaders.

MODULE:

Vision

Suggested Activities

Project:

Create a business plan for a company – Teens will create a product/company. Teens will then brainstorm ways to sell and market their product to an investor and prepare a business plan.

Activities:

- Identify product – State and describe
- Describe/identify your market – Who will purchase the product
- Marketing strategy – How will information be distributed
- Describe the roles of the people involved in the company and their responsibilities.

Materials Needed

Chart paper, pencils, pens, computer

Evaluation

- A completed business plan
- Evaluation sheets will be completed that address how this module assisted teens in team building, planning, consensus, forming a group vision and effectiveness of module implementation.

Suggested Time Frame

First or second meeting of the program year.

MODULE:

Vision

Suggested Activities

OUTCOME ONE – Why is vision an important part of being a good leader? Through the following activities it is hoped that the teens will “see” that without vision there is no direction or objective. A good leader has the vision to move a group forward.

1. Participate in a ropes course. Goal: (This will foster trust within the group as well as require the participants to both give up and take control.)
2. Play “The Human Knot” game. Goal: (This would show the necessity of a shared vision in order to accomplish a goal.) Instructions – Group makes a circle and takes the hand of someone other than the person standing next to them, this process continues until the group is tangled into a knot. The object would be to untangle the knot with different people leading.
3. Play “rocks and Turtles” game. Goal: (To move the group forward utilizing a common, although for a time, unknown vision.) Instructions – A scenario is set. A bridge has fallen and you are stranded on one side of a river; the group must get to the other side. In the river are turtles and rocks; you may step on a rock and proceed but if you step on a turtle you will sink (or return to the start). The leader knows the correct route and determined when you proceed or return to the beginning. If you are sent back, the next person starts. As that person progresses you try to remember his/her route. If they step on a turtle they are sent back and another person attempts to get across. As the river crossing continues each person is able to “see” where the leader was attempting to lead.

OUTCOME TWO – At the end of these activities it is anticipated that the teens will be able to identify the tasks that would improve their ability to achieve their goals and objectives, for example: the importance of time management; the necessity for a plan; the importance of delegation of responsibilities and the importance of group support.

ACTIVITIES

1. Create a skit. Goal: (To utilize the aforementioned skill to complete the task.) Instructions – Create a pantomimed skit that is three to eight minutes in length. The objective is obtained when there is a completed skit, that if performed would have a comprehensible story line.
2. Plan a dinner for Jack and Jill teen group moms. Goal: (To utilize the aforementioned skills to complete the task.)

OUTCOME THREE – Give examples of great leaders and identify activities that would help articulate the vision of a great leader.

MODULE:

Vision

Suggested Activities

ACTIVITIES

1. Visit a historical place or a museum exhibit on a great leader.
2. Play the "Name game". Instructions – Each teen in the group portrays a historical figure. During the game, participants must explain the vision of the historical person that they are portraying, allowing the other members of the teen group to guess. The name of the character is taped to the teens back.
3. Choose an athletic professional who is deemed a team leader. As a group, go to the sporting event of that player and watch how the player interacts with the team.
4. Determine the community service activities in which specific athletes are involved and ask to volunteer.
5. Identify a local person who contributes to the community and request that the person give a presentation on their vision. Try to find an opportunity to observe this person in action.

Materials Needed

None

Evaluation

Evaluation sheets will be completed to answer questions such as:

1. What did you learn from observing a leader?

Suggested Time Frame

First or second meeting of the program year.