



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



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. 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.

COMMITTEES	Parents	Members
STANDING		
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.		
AD HOC		
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.