

Things To Remember When You Visit

- For your safety, the safety of others, and of the collection, please keep your hands to yourself.
- Do not touch artifacts or plants unless told you may.
- Walk, do not run.
- Please use appropriate voice levels.
- Stay with your group.

Vocabulary:

Use these words in class discussion, in team building exercises or in gym class!

- **Active Listening:** A way of listening and responding to another person that improves mutual understanding.
- **Facilitation:** a skill that ensures everyone's voice is heard, upholds norms, and moves the groups' agenda forward toward shared goals.
- **Leadership:** a guiding way of acting within a given situation, on behalf of a particular cause, or in relationship to others.
- **Responsibility:** the state or fact of having a duty to deal with something or of having control over someone.
- **Collaboration:** the action of working with someone to produce or create something.
- **Intentionality:** the fact of being deliberate or purposive.
- **Initiative:** the ability to assess and start things independently.

Defining A Direction

During this program, students will identify their primary leadership "direction." They will analyze the strengths and weaknesses of their leadership style, reflect on how they can improve their skills, and discuss how their methods complement other leadership styles.

The Leadership Adventure is an outdoor Adventure workshop:

- Please dress appropriately for outdoor weather. Closed-toe shoes are required.
- Bug spray and sun screen should be applied seasonally.



Activities:

Active Listening: Ask one person to begin telling a story. After 30 seconds, have another participant stand up and summarize the story thus far and then continue it for another 30 seconds. Repeat this process until the story is over. Note how the story changed as each person summarizes. Focus on the importance of listening and cooperation.

Team Work: Roleplay scenarios to clarify the purpose of responsibility and consequences. Ask the students to act out a situation in which someone fails to meet his or her responsibility and what that effect has on the other team members. You can give some scenarios (if the first baseman on your baseball team doesn't show up or if a waiter at a restaurant ignores half of his tables) or have the students create their own. Ask how ground rules and consequences might either prevent or allow for an appropriate response to such situations.

Situational Leadership: Different situations require different types of leadership. Leaders should adapt their style based on how ready and willing the follower is to perform required tasks. How motivated is the group or individual? How capable and experienced are they with the particular skill or task? Discuss the following four leadership styles and the types of scenarios where one would want to utilize each technique.

Style 1: Directing- When the follower lacks experience and motivation, the leader should supervise the activity closely, define specific roles and responsibilities, and make most of the decisions with input from others.

Style 2: Coaching- When the follower wants to help but doesn't have the necessary skills, the leader should help by defining clear tasks, asking for ideas, and demonstrating activity through modeling.

Style 3: Participating- When the follower has skills but needs help completing a task, the leader becomes a partner, encouraging and supporting the assignment.

Style 4: Delegating- When the follower is willing, able, and skilled, the leader should share decision making and problem solving but let the follower decide the best way to follow through with the task.

What is a facilitator?

A facilitator is someone who runs a meeting or activity so that making decisions and planning are easier and smoother for everyone. The facilitator makes sure that everyone is involved in the process and that the goals and outcomes of the group are achieved.

Facilitation tips to follow:

Do's	Don'ts
Allow space for people to talk during a discussion; a little silence is ok.	Boss people around.
Encourage others by asking questions.	Take over all of the conversations and activities.
Ask follow-up questions.	Show off your knowledge.
Explain the activity if people seem unclear.	Withhold information from the decision making process.
Include everyone.	Ignore suggestions.
Repeat and rephrase what you hear to make sure you understand.	Forget to move the process forward.

Murder Mystery Mayhem

Utilize organization and facilitation when trying to accomplish a group activity!

Scenario: You have been asked to help the police department on a confusing case. They recently found Mr. Kelley murdered, but they don't know how or by whom he was murdered. Eager to solve the case, each person has been busy surveying the scene and interviewing witnesses. You have all been very thorough, but unfortunately, all the pieces of information are scattered among you.

As a group you need to answer these four questions:

Who killed Mr. Kelley?

At what time was the murder committed?

What was the murder weapon?

What was the motive?

In order to complete the task, each group member will get at least one clue. Participants can share their information only by word of mouth. No one is allowed to pass around their clues or read the clues of another participant. Distribute the clues below and begin!

Discussion and Debrief: When the group has reached a resolution, ask them to answer the four questions.

Answer: After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment where he was killed by Mr. Scott with a knife at 12:30 am because Mr. Scott was in love with Mr. Kelley's wife.

Discuss purpose of the activity: why did we do the activity? How was time lost getting organized? Was a leader needed? Did anyone assume the role? What worked? Were all members involved in the task? Did anyone monopolize the decision? How does this experience apply to future discussions?

Murder Mystery Mayhem Clues:

Mr. Kelley's body had a bullet hole in the high thigh and a knife wound in the back.

Mr. Jones shot at an intruder in his apartment building at midnight.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones' gun.

When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly but did not seem badly hurt.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.

The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

Mr. Kelley's blood was found in the park.

Mr. Kelley's body was found at 1:30 a.m.

More Clues:

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.

The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:15 a.m.

The elevator man went off duty at 12:30 a.m.

It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.

Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55 p.m.

Mr. Kelley's wife disappeared after the murder.

Police were unable to locate Mr. Scott after the murder.

When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.

The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.

Mr. Jones had told Mr. Kelley that he was going to kill him.

Miss Smith often followed Mr. Kelley.

Miss Smith said that nobody left the apartment building between 12:25 and 12:45 a.m.

Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones's apartment.

Leadership Quotes

"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."

~ John Quincy Adams

"It takes two to speak the truth: one to speak, and another to hear."

~ Henry David Thoreau

"The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things."

~ Ronald Reagan

"A leader is best when people barely know he exists. When his work is done, his aim fulfilled, they will say: we did it ourselves."

~ Lao Tzu

"The task of the leader is to get their people from where they are to where they have not been."

~ Henry Kissinger

"You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do."

~ Eleanor Roosevelt

"There are two ways of spreading light: to be the candle or the mirror that reflects it."

~ Edith Wharton

"To do great things is difficult; but to command great things is more difficult."

~ Friedrich Nietzsche

Reflecting on Your Visit:

Community Builder: Divide the students in half and send each half to a different side of the room. Stand in the center and call out categories that encourage the group to find a combination of people in their group that fits the category, and then send those people to the center of the room. The group who gets their representative to the center first wins the round. Some sample categories could include: two people who have the same first initial, a group whose ages add up to 50, a group who can spell a word by putting together the first letters of their first names. Afterwards discuss: Did anything surprise you? What category was the most difficult? Did some in your group take the lead? How were you able to figure out the answer?

Creating Change: Have each student draw/describe a "community superhero" suit. What objects would a superhero in your community need in his or her tool belt? What image would a hero present? Does your hero stand out in a crowd with bright colors, or does your hero look like someone in your school, your neighborhood, etc.? Have each student explain to the group the reasons behind each detail and discuss what it means to be a hero.

Trust and Team-Building: Have the group form a circle and hook elbows. Ask one person at a time to keep his or her feet in the same spot and remain still while leaning forward. Instruct the people to each side of this person to lower themselves slowly, each placing their knee closest to the person on the floor, while they lower the middle person until his or her nose touches the floor. Next have them raise him or her to a standing position. The whole group will feel the weight and therefore will need to assist at all times. Ask participants to identify how the group worked together during this activity.



Additional Resources:

The Leadership Training Activity Book, by Lois B. Hart, Ed.D, and Charlotte S. Waisman, Ph.D

Step Up to Leadership Portfolio, 4-H

Who Moved My Cheese?, by Spencer Johnson

The Student Leadership Guide, by Brendon Burchard

Youth Engaged in Leadership and Learning:

<https://gardnercenter.stanford.edu/publications/youth-engaged-leadership-and-learning-yell-handbook-program-staff-teachers-and>

The Student Leadership Challenge,

<http://www.studentleadershipchallenge.com/Resources-Activities.aspx>

National TSA High School Leadership Lessons, Technology Student Association,

http://www.iltsa.org/National_TSA_Leadership_Lessons.pdf