



## Volunteer Information Sheets

**Outcome Area:** Life Skills

**Curriculum Area:** Leadership

**Specific Project(s):** Step up to Leadership 1

**Description of Activity:** Participants will plan a party to see how important teamwork and planning is to a group.

**Age Level:** Grade 2 - 4

**Time Involved:** Preparation Time 10 minutes      Activity Time 15-20 minutes

**Supplies:** Four pieces of paper and four markers

**Introduction:** What types of teams have you been a part of? (There is not right or wrong answer, encourage them to think beyond sports teams. Example: Family unit, class, 4-H club, etc.) All of these teams have rule or guidelines that you must follow. But here are three rules that work no matter what type of team you are one. (May want to write these on a piece of poster board and hang where the youth can see them)

1. Take turns talking
2. Keep trying
3. Do you part

**Instructions:** “A friendly being from the Poor Planning Planet has sent us a message asking for our help. The beings on this planet are so bad at planning that every time they try to work together, they end up having a big fight! Right now they’re trying to plan a special part for 8-year olds, but they can’t decide how to do it. The messenger wants us to plant to the party.”

Divide group into four smaller groups, give each group one of the sheets and a marker. Explain that each group needs to be creative and come up with ideas for their list. In the first column they need to write what the item or idea is. In the second column, they need to write the name of the person that had the idea in case the “friendly being” would have questions. Make sure the groups understand that everyone must participate and take turns. Tell them if they cannot come up with an idea to ask someone to share an idea with them. Remind the group to follow the three teamwork rules you talked about earlier.

### Discussion Questions:

#### Reflect:

- Did one person do all the talking or did everybody get to say something?
- Did you have trouble agreeing on any part of your plan?
- What did you do to work it out?
- Was everybody happy with the way to plan turned out?

**Apply:**

- Ask the youth to think of an event or activity coming up in your life where you could use this activity.
- Ask the youth to go home and make a plan with their family.

**Source:** ‘Talking with TJ,’ curriculum designed by Hallmark Corporation.

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**Curriculum Area:** Valuing and Respecting Diversity

**Description of Activity:** This diversity exercise uses cultural artifacts to help students clarify their cultural identities and build pride.

**Age Level:** middle school-adult

**Time Involved:** 45 minutes

**Supplies:** One sheet of lined paper for each students and pencils.

Prior to the lesson students are asked to bring five items in a small paper bag that represent important aspects about you as a person. One item should be a certificate or award and another should illustrate your cultural roots or ethnic identity. Describe on a piece of paper no larger than 3"x 5" any of the five items to large to put in the bag.

**Instructions:**

1. Divide students into teams of two members.
2. Distribute one page of lined writing paper to each student.
3. Have each student print his/her full name on the paper and exchange it with his/her partner.
4. Tell the students to exchange their bags and they have five minutes to examine the contents.
5. Ask each student to write on the lined paper a five-paragraph description of the other student's identity based on the bag's contents. (10-12 minutes)
6. The students exchange and read each other's descriptions. (5 minutes)
7. The students take alternating turns to explain how/why each object represents his/her identity. (10-12 minutes)

**Discussion Questions:**

Conduct a discussion about the exercise, focusing on how initial perceptions contribute to cultural misunderstanding and prejudice. (10-15 minutes)

**Source:** Caruso, J. (1999). My Life In A Bag. *Electronic Magazine of Multicultural Education* [online], 1(4), 2 paragraphs.<Available: <http://www.eastern.edu/publication/emme/1999fall/caruso.html>>[2007, August 22]

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