Mecklenburg 4-H Innovative Leadership Academy

Facilitator's Guide

Session 1: Citizenship, Leadership Traits, and the Connection Between Personality and Leadership

Prework: In the ILA acceptance letter, include 4 copies of the Leadership Trait Questionnaire (one for self-assessment and 3 for others).

Warm-Up: Interview Activity

> Have members interview another member of the group. Find out name, school and grade, interests and hobbies, and pet peeve. After the interviews, have members introduce their partner to the group.

Warm-Up: Introduction to Innovative Leadership Academy

> In this program, participants will learn about citizenship, leadership, and communication. They will work together to examine issues that affect youth in our community and will eventually come up with strategies to address one of those issues. Participants will get to see local government in action by attending a Board of Supervisors meeting. They are also encouraged to participate in another meeting (school board, town council, etc.) on their own. The purpose of this activity is twofold: to see local leaders in action and to learn how decisions are made in our own community. Participants will also visit the RR Moton Museum in Farmville to learn about youth leadership during a tumultuous time in American history.

Discussion: What is Citizenship?

> Give each member an index card. On one side ask them to write a definition of "Citizenship." No Googling!
>
> From *Government is Us Curriculum:*
>
> Citizenship means enjoying certain rights and accepting certain responsibilities. As citizens in the United States, we all benefit from the freedoms provided to us by the Constitution. **But enjoying these privileges is only part of being a citizen. We also have to give back to ensure that our rights continue to exist.** As John F. Kennedy said, "Ask not what your country can do for you – ask what you can do for your country." An important part of good citizenship is asking what you can do for your country, as well as your school, your neighborhood, your town and your county. In other words, **good citizenship means having responsibility to a larger group of which you are a member**. We are all responsible for upholding our democracy and making life better for ourselves and for others. There are certain mandatory responsibilities that all of us, as Americans, are required to fulfill. These include obeying laws, paying taxes,

doing jury duty, serving as a witness in a trial and registering for the draft. Voting in elections is also an expectation, though not required. These are the bare minimum responsibilities of citizens. In a deeper sense, citizenship involves much more. Good citizenship demands learning and action. It is this commitment to learning and action that is implied by "citizenship" in 4-H Youth Development.

Discuss – "What make someone a good citizen?"

From *Government is Us Curriculum:*

Being a responsible citizen means different things to different people. Some consider a good citizen to be someone who has strong character, donates to charity and volunteers to help others; others say a good citizen is one who takes an interest in understanding social issues and concerns; and still others would describe a good citizen as one who has the skills and knowledge to actively influence decision-making and public policy. Because of these diverse ideas of what it means to be a good citizen, it is important to consider a broad definition of citizenship. Therefore, we can say that a definition of what it means to be a good citizen should include the following:

- **Character** — moral and civic virtues, such as a concern for the rights and welfare of others and appreciation of diversity;
- **Knowledge of government** — an understanding of the structure and processes of government and community organizations;
- **Community service learning** — an awareness of public and community issues, and participation in service to address problems;
- **Public policy** — the skills, knowledge and commitment to influence decision-making and public policy; and
- **Issues** — an awareness and understanding of public issues, how they are connected across local, national and global levels, and how one affects and is affected by them.

Discussion – Is there a connection between citizenship and leadership?

True or False? "Every person is a leader."

Small Group Activity: Break the group in half. One half will list "Desired Characteristics of Leaders" on a flip chart. The other group with list "Undesired Characteristics of Leaders" on the other. For the last few minutes, have groups switch charts and add anything they think was missed. After discussion of both lists, have members vote with dots on the top 5 characteristics from each list.

What does research say about the qualities of an effective leader? In 1997, House, Aditya, and Northouse identified 9 traits of effective leaders: (from *Innovative Leadership: Building Community Connections*)

1. Dominance and Determination – ability to take charge
2. High energy – drive, enthusiasm, and ability to handle stress
3. Self-confidence
4. Locus of Control – strives to maintain control over their personal and professional lives
5. Stability – emotionally in control
6. Integrity – honest, ethical, and trustworthy
7. Intelligence
8. Flexibility – ability to adjust to different situations
9. Sensitivity to others and Sociability – seeking cooperative relationships

Discussion – Leadership Trait Questionnaire

Review the questionnaire and the 10 leadership qualities it covers. Have group members answer the following questions:

- What is the #1 quality you see in yourself?
- What is the #1 quality that others see in you?
- Were there any surprises?
- What did you learn about yourself from this activity?

Discussion- Personality and Leadership

Activity: *Draw-A-Pig Personality Test*

Give each member of the group paper/pen. Allow 5 minutes to draw a pig.

Go over Pig Analysis as a group. Who drew at the top/middle/bottom? Go through each area. Were they accurate? Do they match the personality?

Pig Analysis If the pig is drawn:

Toward the top of the paper – You have a tendency to be positive and optimistic.

Toward the middle – You have a tendency to be a realist.

Toward the bottom – You have a tendency to be pessimistic and may be prone to behaving negatively.

Facing left – You have a tendency to believe in tradition and be friendly; you may also be prone to remembering dates well.

Facing Right – You have a tendency to be innovative and active, but may be prone to forgetting dates easily and may not have a strong sense of family.

Facing front – You have a tendency to be direct, and may enjoy playing the role of devil's advocate; you also are prone to neither fearing nor avoiding confrontational discussions.

With many details – You have a tendency to be analytical, but may also be prone to being cautious to the point that you struggle with trust.

With few details – You have a tendency to be emotional and to focus on the larger picture rather than focusing on details. You also have a tendency to be a great risk taker and may sometimes be prone to reckless and impulsive decisions.

With less than 4 legs showing – May indicate that you are living through a major period of change and as a result you may be prone to struggling with insecurities.

With 4 legs showing – You have a tendency to be secure and to stick to your ideals; however, others may describe you as stubborn.

With large ears – Indicates how good of a listener you are (the bigger, the better).

With a long tail – Indicates how intelligent you are (the longer, the better)

This activity was just for fun, but do you think there is really a connection between personality and leadership ability? *(From Innovative Leadership: Building Community Connections)*

The "Big Five Model of Personality" groups personality traits into 5 categories:

- Extroversion – extroverts generally like to lead and want to be in charge
- Agreeableness – traits related to getting along with others
- Adjustment – ability to handle pressure, stay calm, exhibit self-control
- Conscientiousness – go beyond the call of duty and have a strong desire to succeed
- Openness to Experience – willing to change and try new things

Where do you fall? Go through the qualities on the Personality Profile Survey (*from Innovative Leadership*) and have participants move to one side of the room for "Like me" or "Not like me."

Are people who rate high on each of these five categories just naturally better leaders?

Processing

What is something that you learned tonight that you did not already know?

How can you use what you learned tonight in a leadership role that you have now or in the future?

Session 2: Leadership Styles and Personal Values

Warm Up: *Weird Food Combinations* – Have each participant go around a tell the group their favorite weird or unusual food combination.

Review: Last time we met, we talked about different qualities that leaders possess. Review the top 5 best and worst qualities. We talked about the connection between leadership and personality. Not everyone who is a leader leads the same way, however. Tonight, we are going to talk about different leadership styles.

Discussion – Leadership Styles

Go over the "Leadership Styles" handout from *Innovative Leadership: Building Community Connections*. Break the group into pairs. Assign each pair 2 or 3 leadership styles. Have pairs explain those styles to the group and give examples.

Can you think of someone you know or someone famous who has one of these leadership styles?

Who would you most want to work for?

Who would you least want to work for?

Discussion – Values *(from Buckingham 4-H iLead Curriculum)*

Everyone has a personal set of values, qualities or ideas that are important to us. What a person values affects his or her leadership style. We are going to do an activity to help you identify your own values.

Remind participants that everyone has different values and different ideas. It is okay to disagree, but don't put anyone down. That means no teasing or laughing at anyone.

Activity: What Do You Value? Give each student some sticky notes and pencil/pen. Read aloud the following questions and ask the students to write down their answers – use one sticky note per question. Remind them to be honest and write what they feel. There is no right or wrong answer.

1. You have a free day, with no school, no work, and no responsibilities. What would you most like to do with that day?
2. What would you buy if you suddenly had to spend $500 in the next 24 hours?
3. Without mentioning names, what are three things you respect most about adults you know?

4. Without mentioning names, what are three things you respect most about people your age?
5. If the place where you live was on fire and you could only save three things, what objects would you save? (Assume that all people and pets are already safe.)
6. If you could change one thing in your community, what would it be?
7. If you were marooned on a tropical island with one other person, who would you choose?

Ask volunteers who would like to share to put their sticky notes on the board under the question it answers. Students can choose to only share one or two answers, or can choose not to share. Lead a discussion about what we can learn about a person's values based on the responses to the questions.

Activity: *Values Spotlight* Students will take a look at their personal values and recognize that there are a wide range of values that people hold. There is no one right set of values. Each are appropriate for the individual and his or her experiences and beliefs.

Display a sample list of values. Students can choose from the list or come up with their own. Our values form the foundation of who we are. The choices we make every day reflect our values. Living life in a way that aligns with our stated values creates a foundation for trust. Leaders who consistently act out their values are leaders who know themselves, what they care about, and what they believe in.

1. Give students three index cards and a sheet of sample values.
2. Give students two minutes to circle their top 10 things they value. They can write in their own choices not on the list.
3. Now give them two more minutes to choose their top three values and write each one on an index card.
4. When time is up, ask students what it was like trying to make those decisions. Most will state that it was hard or frustrating. This is a good time to acknowledge that it is hard to "give up" a value. Just because it didn't make your top three doesn't mean it isn't important. This activity was designed to make you select (under the pressure of a time limit) the ones that mean the most to you.
5. Ask students to pair up and to share their three with a partner.

6. If time permits, students can share their values with the group as a whole. There will likely be some overlap, but also a lot of differences. Use that opportunity to show that there are many different values and that the variety shows how unique we all are.

Closing Activity – Hand each participant a playing card and ask them to get into groups based on suit. Each group must find at least 2 things they have in common and 1 thing that is unique about each member.

Processing

Tell me about someone that you consider to be an amazing leader.

Since participating in this program, have you started notice leadership traits in others?

How can you use what you have learned so far in a real-life situation?

Session 3: Group Decision-Making, Issues Identification, and Local Government

Warm Up: Governing bodies have to make decisions as a group. Pretend you each have $5. You are going to pool your money for dinner. As a group, reach a consensus about how and where to spend it.

"Fist of Five" Method of Consensus *(from Citizenship: Public Adventures National 4-H Curriculum)*

5 fingers up = You will champion this decision.

4 fingers up = You strongly support this decision.

3 fingers up = You support the decision.

2 fingers up = You will grudgingly support the decision.

1 finger up = You do not support and may refuse to cooperate with this decision

If any member responds with a 1, further discussion is needed. If not, consensus has been reached.

Discussion – Issues facing Youth

Go over the issues that participants listed on their ILA applications. What other issues do you think we face in our community? In future meetings, we will be discussing these issues, prioritizing them, and coming up with ways to address them.

Board of Supervisors Meeting

Discuss the agenda for the meeting and review expected behavior.

During the meeting, make notes about:

- Leadership traits and styles that you notice
- How is public comment handled?
- What evidence do you see of the Boards values?
- What issues were addressed during the meeting?

Processing

What stood out to you during the BOS meeting?

Were you surprised by anything during the meeting?

Would you ever consider running for public office?

Session 4: Visit to the RR Moton Museum, Farmville, VA

Background Information:

From https://motonmuseum.org/about/

Farmville Virginia's former Robert Russa Moton High School, now a National Historic Landmark and museum, is the birthplace of America's student-led civil rights revolution.

Dreamed of by 16-year-old Barbara Johns, the 1951 Moton Student Strike produced three-fourths of the plaintiffs in Brown v. Board of Education (1954), the landmark Supreme Court decision desegregating U.S. schools.

From 1959 to 1964 Prince Edward County closed its public schools to avoid integration. The Supreme Court in Griffin v. Prince Edward (1964) ordered schools to reopen, declaring "the time for mere 'deliberate speed' has run out."

During the visit:

Participants will take a guided tour of the exhibits, learning about the student-led walk out the RR Moton High School and the historic events that followed leading up to the Brown v. Board Education decision.

Discussion:

Who were the key players in the student-led walk out? What role did each play?

What leadership traits did these students possess?

Think about those on both sides of the decision to close Prince Edward County Public Schools. What values did they hold? How did their values affect their actions?

Processing:

If faced with a similar situation today, do you think you would have the courage to do what the Moton students did?

Could something similar happen in today's society? Why or why not?

Ask your older family members to tell you about their life experiences during the time of the Civil Rights movement.

Why is it important to know these stories?

Session 5: Communication, Civil Discourse, and Community Issues Identification

Warm Up: OH! (*from 50 Communications Activities, Icebreakers, and Exercises*)
Good leaders need to be able to communication with others. Communication is so much more than the words that we say. There is also our tone and body language to consider. We are often much more concerned about what we are going to say rather than how we are going to deliver the message. In this activity, you will take turns saying the same word (Oh), but delivering a different message.

Say the word *oh* differently, giving it the following interpretation or meaning each time:

1. Shock
2. Pleasure
3. Questioning
4. Doubt
5. Displeasure
6. Detachment
7. Resentment
8. Anticipation
9. Surprise
10. Meaning the letter in the alphabet between *n* and *p*

Activity: Effective and Ineffective Communication

Small Group Activity: Break the group in half. One half will list "Effective Communication Methods" on a flip chart. The other group with list "Ineffective Communication Methods" on the other. Allow groups time to visit the other groups chart and make additions. Discuss the lists as a large group.

Discussion: *Civil Discourse* Leaders don't always agree on issues. How do you have a conversation with someone with whom you disagree without it turning into an argument? Here are some ground rules for civil discourse:

1. **Be mindful of your own behavior.** Notice how you internally are reacting/responding when others speak. Pay attention to how your words and your silence are impacting the experience for others in the group.

What are you doing to create a welcoming environment for differing opinions? Are you looking at each speaker and giving your full attention? Are you listening with an open mind – momentarily putting aside what you will say next?

Are you asking clarifying questions? Are you being careful not to take over the conversation by talking longer than others? Are you refraining from subtle, but disrespectful behavior or not paying attention when others speak?

2. **Wait** to be recognized by the moderator before speaking. This allows time – before you speak – for reflection on what the previous speaker(s) have said.

3. **Don't interrupt** or talk over someone else who is speaking, even when you are excited.

4. **No side conversations.** They are disrespectful to the speaker and distract listeners from the person who has the floor.

5. **Listen for content** in the statements of others, especially when you disagree. Listen for what the speakers are trying to communicate, even if they aren't expressing their points concisely.

6. **Find common ground.** Identify and call attention to areas of agreement.

7. **Follow the direction of the discussion.** Don't repeat what already has been said. Relate your comments to those of previous speakers.

8. **Ask questions.** Don't assume that you know what someone else means. Ask the speaker to help you understand perspectives different from your own.

9. **Don't embarrass yourself or disrespect others by making** demeaning or inappropriate comments, facial expressions, or gestures. No eye rolling, sighing, or checking out of the conversation.

10. **Differentiate between facts and opinions.** Both are valid when expressed appropriately.

Examples of Student-Developed Civility Rules

How to engage in civil discourse:

1. Tell the truth, the whole truth, and nothing but the truth.
2. Moderate your tone, so that you don't sound aggressive.
3. Be conscious and mindful of your facial expressions.
4. Be attentive and considerate of your opponent's point of view:
    - Process what is being said
    - Give equal time to opposing opinions.
5. Don't repeat yourself. Use a variety of evidence.

How to interact respectfully with someone who fails to obey the agreed-upon rules of civility:

1. Respectfully ask for evidence that supports the statements made.
2. Stay calm and consider taking a break from the conversation.
3. Tell your opponent that you don't know how to interpret his/her facial expression.
    - Ask for help in understanding what they mean.
4. Ask for equal time, using a polite tone: "May I finish my point?"
5. Express understanding: "I understand," or "I hear you."

(from https://www.uscourts.gov/educational-resources/educational-activities/setting-ground-rules-civil-discourse-and-difficult)

Real life example – Town of South Hill Council Meeting August 8, 2022 (*YouTube video – start at 45:00 minutes*) What went wrong here and how could he better get his points across?

Discussion – *Issues Review* Post and review the list of issues that youth identified in their ILA applications. Are there issues that need to be added to the list? Can some of

these issues be grouped together? Vote on the most important issues to prioritize. Inform participants that they will be working in teams to choose one of the priority issues and come up with ideas on how to address it.

Processing:

Why do some miscommunications occur?

How has social media affected civil discourse?

What can you do to start preparing for the group activity?

Session 6: Issues Teams Work Session

Review: Review issues discussed and prioritized during the last session. Break participants into 2 or 3 teams. Groups will use the rest of the time allotted to work on their projects.

Group Assignment:

Your group is an imaginary task force appointed by the Mecklenburg County Board of Supervisors. Your task force has been given a grant of $250,000 to address youth issues in the community.

Working as a team, groups must:

1. Develop a mission statement for your task force.
2. In a simple 2 – 3 sentence statement, explain the issue that you have chosen to address and its significance to the community. Why is it important that this issue is addresses?
3. Develop specific goals and strategies to address each of those issues keeping in mind budgetary limitations.
4. Identify stakeholders and potential partners. Who are they and how will you get them on board with your plans?
5. Present your plan to the community.

Session 7: Final Work Session, Presentations, and Graduation

Review: Briefly review the group assignments.

Group work: Groups will have one hour to put the finishing touches on their presentations.

Presentations:

> Welcome parents and community members who have been invited to watch the group presentations. Briefly cover the goals and highlights of the ILA program.
>
> Groups present, allowing time for questions from the audience.

Graduation: Each participant is awarded a certificate of participation.

Evaluation

RESOURCES

Citizenship: Public Adventures, Guide's Handbook, National 4-H CCS

50 Communications Activities, Icebreakers, and Exercises, Peter R. Garber
https://drive.google.com/file/d/1Cnk_G3TsqA4kFSjCUSNIuCbWTk4z75HC/view?usp=sharing

Government is Us: A Civic Engagement Curriculum for Youth Groups, Michigan State University
https://drive.google.com/file/d/1BFUc46qDVyltYnAkI56m48cacmyw362O/view?usp=sharing

iLead Curriculum, Ruth Wallace, Buckingham County Extension Office

Innovative Leadership: Building Community Connections, Participant Notebook, Virginia Cooperative Extension
https://drive.google.com/drive/folders/1VxCzQaK4NAijSgi9FONUQ2Z2zZORzQ6g

Innovative Leadership: Building Community Connections, Trainer Notebook, Virginia Cooperative Extension
https://drive.google.com/file/d/1tUjS9IGeB5VpilJp7Q4dba1MqErJ8Gbg/view?usp=sharing

RR Moton Museum Website: https://motonmuseum.org/

Setting Ground Rules – Civil Discourse and Difficult Decisions
https://www.uscourts.gov/educational-resources/educational-activities/setting-ground-rules-civil-discourse-and-difficult