

Oklahoma 4-H Youth Development Program

Building Leaders for Tomorrow

Instilling and developing leadership capabilities in youth and adults.

AGE LEVEL - Beginning

CONCEPT OR SKILL – Teamwork

LIFE SKILL(S) – **Health** – Self-responsibility, Self-discipline;
Hands – Contributions to Group Effort

BEHAVIORAL INDICATOR – Group and club membership is important, and they enjoy symbols and ceremony.

ACTIVITY 16: “Happily Ever After”

THINGS TO KNOW:

Telling a story is a creative and fun way to build vocabulary and develop social skills. Word games are fun for all ages and something that everyone can participate in. Constructing a group story often develops creativity and shared humor. Members build on the enthusiasm of the vocal encouragement being shared as the story develops.

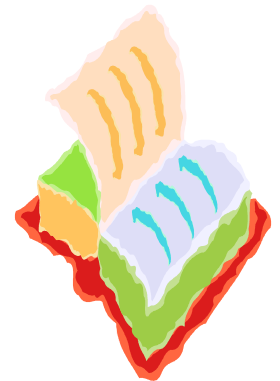
A volunteer provides opportunities, such as games, for developing the social skills of youth it is important that the volunteer be reminded of the **Do-REFLECT-APPLY** of the experiential learning model. Each step has an important role in the learning process: **Do** – remain focused on the concept or skill being developed; **REFLECT** – Share what was done, observed, learned and/or experience? Analyze and reflect on the experience; **APPLY** – How does the activity connect to experiences in the real-world? How can you apply what was learned to similar or different situations in life?

Games provide adequate opportunity, especially as enthusiasm mounts, to keep individuals focused on self-responsibility, self-discipline and contributions to the group effort. Spend time at the beginning of the activity talking about “responsibility” and what self-responsibility and self-discipline mean in regard to “you” as an individual and “your” role in a group. A sign of growing up is learning to control ones thoughts and actions.

In this activity we want participants to learn that life is filled with uncertainty, things go right - things go wrong. There are things we can control and things we can not control. The one variable we do have control of is how “I” as an individual react to the situation or circumstances. Each individual can control their attitude, behavior and temperament through personal decision of how we react to the positive and negative experiences encountered in life. Learning to look for the positive in a negative situation is healthier and more constructive. As the saying goes – “When life gives you lemons, make lemonade.”

The group will develop three stories in this activity, each with a different perspective (good, not so good and a combination of good and not so good. **Story 1** – Participants will use all of the positive cards. **Story 2** – Participants will use the words on the opposite side of the card to develop their story. This story line may tend to have a darker side if the words are the opposite of the previous set. **Story 3** – This story will be the most realistic because it will use a combination of “opposite/contrasting words.”

As you prepare the set of index cards consider what kind of story you want the group to develop. Will it have a theme or direction tied back to the life skills/concept/skill? Prepare the “word” cards accordingly.



Materials Needed: Index cards and markers.

Do: Using markers, clearly print one on each side of the card. The words will have contrast or opposite meaning (coach/player leader/follower, careful/sloppy, happy/sad, winter/summer, etc.) You may want to code the cards in a way that indicates words for story 1 and story 2. Pass out the cards and have everyone stand in a circle. Designate a person randomly or by a particular word on a card, to start the story. Share the story theme if you want the content to go a certain path. Circle right or left from the starting point. Each person will contribute a sentence to the story using their word. Continue around the circle until you are back at the beginning. Collect the cards; mix them well and re-distribute. Make sure there is “contrast” or diversity visible on the face of the cards (mixture of story 1 and story 2 cards). *Fun twist* for this activity is to have a recorder write down each sentence as a record of the three stories. The group would enjoy having it read back.

Reflect:

- 1) Which of the three stories was the easiest to develop? Why?
- 2) Which story was the hardest to develop? Why?
- 3) Which story was the most realistic? Why?
- 4) Did your team members help if you got stumped? How did you feel about the help?
- 5) Did you feel good about your stories?

Apply:

- 1) What did you learn about your team members?
- 2) Do some people find it easier to play the game?
- 3) How can we make sure all members of the group have fun and can share their talents and experiences?
- 4) Do all stories and experiences have a “happy” ending where nothing ever goes wrong?
- 5) Do we ever read or live a story where nothing goes right? How can we turn the negative to a positive and look for the good?
- 6) How did the third story more accurately reflect real life?