



Oklahoma 4-H Youth Development Program

Building Leaders for Tomorrow

Instilling and developing leadership capabilities in youth and adults.

AGE LEVEL - Advanced

CONCEPT OR SKILL – Teamwork – Nurturing relationship (involving and preparing others for leadership roles - mentor) and sharing and delegating responsibilities.

LIFE SKILL(s) – **Heart** – Cooperation, Accepting Differences, Social Skills;

Health – Character; **Head** – Wise Use of Resources, Decision Making

BEHAVIORAL INDICATOR – Want to improve decision-making skills, enjoy democratic group procedures and group discussions. Like their independence.

ACTIVITY 23: “Fast Forward and Rewind”

THINGS TO KNOW:

Recognition is one way to help teens become self-directed, productive and contributing citizens. 4-H uses five types of recognition. Each supports, motivates and encourages young people in a unique way. The 4-H Recognition Model presents a balanced approach to effectively using recognition as a way of motivating 4-H'ers. A club program should work towards having a healthy blend of all five forms of recognition.

1. Participation in educational experiences.
2. Making progress toward self-set goals.
3. Achieving standards of excellence.
4. Excelling in peer competition.
5. Demonstrating excellence in cooperation



A 4-H club should provide a safe and healthy environment for members to grow and flourish. Older teens like an atmosphere where they can exercise their independence, decision-making skills, practice democratic group procedures and partake in group discussions. Excessive emphasis on competition can drive some away, while causing a non-constructive distraction for others. Neither are not healthy for the life of the club or its membership. To learn more about the five forms of recognition see **4-H Volunteer Development Series #845 Recognition Model**.

Volunteers working with teens should help them stay focused on participation, cooperation and progress toward self-set goals. Teens should be encouraged to support each other in positive ways, for example: using constructive comments and affirmative verbal and non-verbal cues to encourage the accomplishments of the individual, as well as the group. They should avoid using negative comments or affirmation such as “trash talk”, talking down to another group or individual, using discouraging comments directed at fellow team members or blaming others for a loss.

“Fast Forward and Rewind” is a highly physical game that requires space. The activity needs both individual and group coordination and requires being touched at all times. Be sure the group is comfortable with one another and is comfortable touching and being touched before you attempt this activity. Also, set specific rules concerning appropriate touching to avoid uncomfortable and unacceptable situations. This game can be played as one large team to develop cooperative team building or with multiple teams to allow for conversations about healthy competition and staying focused on the task at hand. Each team should have about twenty members.

The goal of the activity is to have the best possible time to “Fast Forward and Rewind” as a group.

Materials Needed: Stop watch or watch with a second hand

Do: Have participants line up single file. Let them know that the goal of the activity is to complete the task as quickly as possible. Instruct them to reach between their legs with their left hand, grabbing the right hand of the person behind them. While they're reaching back, they should also be reaching to the front with their right hand to form a chain. One person should record the time necessary to complete the task. When the starting signal is given the last person in line lies down on his/her back. The next person in line backs up, straddling the horizontal body as he/she moves, to lie down on his/her back right behind the first person. This continues as the whole team waddles backwards across the bodies until everyone is lying down in a line. As soon as the last person is lying down, he/she stands up and reverses the entire process. Remember, the entire act must be accomplished without letting go of hands. Stop and let the group plan how they can best their time. Generate a conversation that allows the group to come up with their own troubleshooting questions and answers. What qualities should the last person who lies down poses (fastest, most agile and strongest, etc.). What about weight distribution? Should the lightest players be at the ends or in the middle? Once they've made a plan and adjusted their strategy, have them attempt to best their time.

When one group finishes the task first, they should ideally be encouraging the other groups to complete the challenge. If this doesn't happen, use "Reflect" time to discuss how competition can affect the focus of a group. After a group discussion, ask the teams if they would like to retry the activity, keeping in mind the goal and practicing methods of encouragement.

Reflect:

- 1) Ask team members to restate the goal of the activity. If using multiple groups, ask if the game turned competitive between groups? Why? Was that the objective?
- 2) Could the teams have helped one another without being physically involved?
- 3) What kind of planning and communication took place in your group to better your best?
- 4) How did team members help one another?
- 5) What kind of encouragement took place? Was it positive or negative feedback?

Apply:

- 1) Does encouragement (positive or negative) make a difference for the success of a team or individual?
- 2) What kind of feedback makes working in groups more enjoyable and increases the efficiency and effectiveness of the group?
- 3) Can competition enhance performance or distract from the goal.
- 4) What educational tools in 4-H start out as "self-directed goals?" (record keeping, fair projects, share-the-fun, public speaking, etc.) Do these educational tools become overly competitive? Do they have to be? How could these activities become more cooperative or focused on the development of the individual?

BASIC NEEDS OF LEARNERS

Belonging	"I'm in."
Acceptance	"What I do and say counts."
Security	"I feel safe."
Achievement	"I can do it."
Independence	"I can do it by myself."
Recognition	"Others recognize me."

Source: Fluegelman, Andrew. Editor. 1976. The New Games Book. Doubleday & Company. Garden City, New York.