

# TAB 4: DELEGATION INFORMATION



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# FAQ ABOUT DELEGATIONS

## WHAT IS A DELEGATION?

A delegation is a school, YMCA or community group organized on the local level for participation in Youth In Government programs. Among other things, delegations strive to adequately prepare students prior to Model Government Program events, and develop fundraising resources. Some delegations are established as a Youth In Government “club”, organizing various social and educational functions of their own throughout the year.

## WHAT IS A DELEGATION DIRECTOR?

Along with the members, there must be one Delegation Director (usually a teacher, YMCA staff member or parent) who is available to give consistent adult leadership to the delegation’s activities. Depending on the size of a delegation (ratio of 1 adult per 10 youth), other adult advisors may be involved with the delegation; however, the Delegation Director is the direct contact with the State Office.

## HOW IS A DELEGATION ORGANIZED?

If the students choose to do so, they may elect youth officers to direct the local delegation meetings. These could include chairperson, vice-chairperson, and secretary.

## WHEN/WHERE DOES THE DELEGATION MEET?

That depends on the consensus of the group. Some delegations may meet right after school in the library, cafeteria classroom. Other delegations may prefer to meet in the evening at the local YMCA or other meeting places like churches or community buildings. Some delegations prefer to meet on the weekends. It depends upon the needs and history of the group.

## HOW OFTEN DOES A DELEGATION MEET?

In the beginning, delegations may need to meet once a week until everyone decides exactly what role they are going to play in the program. Then the group can choose to set their future meetings as necessary. **It is highly recommended that delegations meet at least twice a month.**

# DELEGATION LEADERSHIP

Delegations may choose to elect teen leadership within their local group known as the Executive Committee. The Executive Committee is made up of three Officers (Delegation Chair, Vice-Chair, and Secretary) and function as the planning team for the delegation. The Executive Committee meets monthly at the beginning of the school year and works with the Delegation Director around:

Ensuring good communication among delegates and the adult delegation leaders

- Planning meetings
- Organizing recruitment efforts
- Planning fundraisers
- Evaluating the delegation

## THE JOB OF DELEGATION OFFICERS

There are equally important parts to your job:

1. Doing the specific jobs of your office
  - a. When you are elected as an officer of a delegation, you have a specialized service to perform
2. Being a leader of a team
  - a. You are on an important "leadership team". Each officer, because of his/her particular office and personal resources, has a distinct role to play on the team. The best effort of each officer produces good teamwork for the benefit of the whole club. Some of the character traits required for good teamwork are:
    - i. Being clear on the common goals and purpose;
    - ii. Willingness to place the common goals ahead of your own;
    - iii. Contributing your best to the team effort;
    - iv. Taking full share of responsibility for whatever needs to be done.
3. Being a member of a delegation
  - a. An officer is also a member of the delegation and at times functions just like any other member. You are different from other members in that you have added responsibilities as an officer in the delegation.

Useful tips for succeeding at your job:

- A true servant leader is there to serve others, not their own self-interests.
- Remember when you participate in statewide events, you are representing your entire delegation.

- You are entitled to no specific privileges because you are an officer – the delegation exists for all members. Decisions affecting the entire group should be made by all of the members.
- In everything you do, remember the importance of planning.

# SUGGESTED DELEGATION CALENDAR

These monthly calendars are guides for delegation meetings and for specific program areas. Some flexibility is possible within the delegation. However, the timing of statewide programs determines when activities must be completed.

Delegation Activities	
August	<p>Develop a plan for delegate recruitment, possibly by hosting an informational meeting at school or local YMCA. Invite parents of potential participants.</p> <p>Review Key Dates and Registration Deadlines to make sure all applications and forms are submitted by the stated deadlines.</p> <p>Review and discuss the purpose and objectives of YIG.</p> <p>Review the YIG Handbook in detail with the delegation.</p>
September	<p>Watch online training seminars and participate in any local trainings that may be offered.</p> <p>Review Key Dates and Registration Deadlines for upcoming deadlines</p> <p>Invite a local elected official to delegation meeting, such as a state representative or state senator.</p>
October	<p>Submit program fees to the State Office by stated deadline. If required paperwork or program fees are not submitted by the deadline, it will result in students being dropped from YIG.</p> <p>Review Key Dates and Registration Deadlines.</p> <p>Plan your delegation’s travel to the State Convention in Jefferson City.</p>
November	<p>Conduct a meeting with the parents of students to inform them about the State Convention in Jefferson City. Review the Student Participation Agreement during this meeting.</p> <p>Review, discuss, and debate bills submitted from other delegations.</p> <p>Review State Convention information available on the YIG website.</p>
State Convention	<p>Key leaders (identified in fall) attend Early Arrival Training.</p>

	Delegations participate in the State Convention.
Spring	Evaluate the delegation program year and the State Convention. Make careful notes of strengths and areas needing improvement.  Elect delegation officers for next year.  Celebrate your delegation's success with an event, such as a banquet.  Meet with students before end of school year to discuss delegation leadership and membership for next fall.

Civic Leadership Institute	
August / September	Begin recruiting students to participate in this program.  Host an information session with parents and interested students.
September	Students register online for the program.  Students begin working on the Preparation Kit.
October / November	Advisor collects program fees from students and sends to State Office.  Students continue work on the Preparation Kit.
State Convention	Students bring Preparation Kit to the State Convention and participate in the Civic Leadership Institute.

Executive Branch and Campaigns	
August / September	Candidates begin preparations for campaigns by reviewing campaign guidelines and elections process.
September / October	Begin planning campaign strategies for State Convention.  File Candidate Registration Form and Packet with State Office.
October / November	Finalize campaign strategies for State Convention.

State Convention	<p>Conduct campaigns by following YIG guidelines.</p> <p>Officers serve in their elected or appointed positions.</p>
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Judicial	
August / September	<p>Recruit adult attorneys to advise youth attorneys.</p> <p>Select Judicial Trial Teams and read the prepared case that will be taken to trial.</p>
September / October	<p>Outline facts from the case provided and conduct legal research to start working on the trial brief.</p> <p>Prepare case for trial by practicing opening and closing statements.</p>
October / November	<p>Finalize and submit trial brief.</p> <p>Prepare and practice direct and cross examinations and conduct practice trials.</p>
State Convention	<p>Participate in trials at State Convention, both the case worked on in the fall and a new case assigned during the convention.</p>

Legislative	
August / September	<p>Begin thinking about possible bill topics and start researching.</p> <p>Review the Legislative Guides, Worksheets, and Sample Bills available on the YIG website.</p>
September / October	<p>Identify key issues, debate proposed solutions, and select bill topics.</p> <p>Conduct all debates according to correct parliamentary procedure.</p> <p>Share rough drafts of bills with delegation for feedback and suggestions.</p> <p>Submit final bills online to State Office by stated deadline.</p>
October / November	<p>Continue to debate submitted bills, helping author identify strengths and weaknesses.</p>

	Hold a mock committee hearing during a delegation meeting.
State Convention	Participate in Legislative Sessions.  Work to pass legislation through the proper process.

News Media Programs	
August / September	Research story ideas for both print and video media, possibly focusing on candidates within the delegation or a delegation activity.  Begin developing a story and conduct any interviews that are needed.
September / October	Prepare any articles and news stories as requested by the editors and directors.  Work on press releases and news stories about your delegation for your local media, school newspaper, and local YMCA newsletter.
October / November	Submit any required materials to State Office or editors by stated deadline.  Conduct interviews and write and edit stories.  Submit any articles or stories to be used in the first newspaper or news broadcast.
State Convention	Work on newspaper or video news stories at State Convention.

# TEAM BUILDING ACTIVITIES

## WHY TEAM BUILDING?

The purpose of group building is to:

- Help create a feeling of belonging;
- Help the group learn to work together;
- Learn the value of group decision making;
- Help identify leaders within the group.

Every YMCA Youth In Government meeting builds a team of young people who can support, challenge and help each other. While each group will develop its own identity based on the individuals in it, it's the job of the Delegation Director and advisors to set the stage and provide the tools to create a healthy group. Remember that the YMCA is built on relationships – it's our job to help facilitate those connections that make experiences meaningful for delegates and advisors. The exercises in this section are designed to assist in that task.

## WHEN DO YOU DO TEAM BUILDING?

It is the most important activity the group does as soon as it is formed. Group building begins the first day of YMCA Youth In Government! It is ongoing during the time the group is together and takes some preparation and planning.

Some examples of when to do group building:

- To introduce the group to each other (VERY important during recruiting)
- As a opening thought
- During a break in activities or at the end of a group activity
- At any time when the group has a problem to deal with
- To plan group activities
- To acknowledge a success in the group (or multiple successes!)

## CHOOSING AND CREATING YOUR OWN ACTIVITIES

- Be sure that the activities or games you choose support points you plan to make later in the meeting. If you can refer to something your students did in a game that makes the point you are trying to teach much more understandable and memorable.
- Make sure that you can do the game in the time and space allotted. The game will lose its impact if you have to continue it another day.
- Know how to play, lead and facilitate the activity. This will keep the game moving and prepare you to explain the directions.

- Practice the game. You can get the students' perspective this way. Don't have your students do an activity that you can't do or wouldn't want to do. Practicing also helps explain what to do.
- Design the games to fit with your outcomes. In other words, don't have your students play a game just to fill time. This separates having fun from learning and you can do both at the same time.
- Modify games to fit the group. The way you set up a game for your youth basketball league should be different from how you arrange it for YIG. This also involved making sure all activities are age-appropriate. Just because a game has certain rules doesn't mean you can't change them.
- Project possible pitfalls. Think about how your students might react to the game. What if they hate the idea? What if they take longer than anticipated on a certain part? What if they don't understand part of it? How would you handle these situations? Be prepared.
- Be flexible. If you think that students might not be enthusiastic about part of the game, maybe there's another way to achieve the same effect. Think about what activities you can modify or eliminate due to lack of interest or time. Maybe setting up games that give students choices suits your finicky group.

### **WHAT?...SO WHAT?...NOW WHAT: A GROUP PROCESSING METHOD FOR REFLECTION**

This model is a tangible (and easy to remember) way to process experiences in a group of people to pull out personal and group learning. By tailoring the reflection questions to the activity, this model can be used for all the activities in the Team Building Section.

#### **What?**

Purpose: Observation – help people recall what they experienced. Sample “What” Questions:

- What was the task you were given? What did we just do?
- Any observations about the experience?
- What was that like for people?
- Was it easy or difficult?
- Any frustrations?
- What did you notice about the experience?

### **So What?**

Purpose: Analysis – encourage people to talk about the significance of the experience. Sample “So What” Questions:

- Why did we just do that?
- How did you feel about it?
- Was it what you expected?
- What was the high point or low point for you?
- What did you notice about the people or the process?
- Were there any A-HA’s (break through learning experiences)?
- What did you learn...about yourself, the task, the process, the issue, the group?
- Were there any outcomes for you from this experience?
- Did this experience have any impact on you?

### **Now What**

Purpose: New Applications – help transfer the experience to their everyday lives. Sample “Now What?” Questions:

- What did this have to do with YIG?
- What did you learn or experience today that impacts your life?
- What does this have to do with team-work, service, leadership skills?
- How will you work differently as a group after this experience?
- Do you see the group using this in any way later during the year?
- Will you do anything different as a result of this?

### **TYPES OF EXERCISES:**

- Initial Exercises – purpose: get to know each other through interactions and the sharing of personal information.
- Group Exercises – purpose: provide opportunities for group members to work together as a team and learn to value all members; may require a higher level of familiarity and trust.
- Closure Exercises – purpose: prepare for and reflect on the termination of an activity or group.

Select your activities carefully, based on what you know about your group. Something that might be a great “get-to-know-you” activity during the first few weeks may flop if used at the end of the year. Likewise, a well-established team may benefit from a higher risk activity, while a new team may have a negative experience with the very same activity. Use the categories as a guide, but don’t feel limited by the recommendations. Many activities can be adapted and changed to meet the needs and stages of a group. Remember--not all team building has to be serious and focused. Having fun and laughing together builds connections, too!

# TEAM BUILDING: INITIAL EXERCISES

Purpose: Get to know each other through interactions and sharing personal information.

## LET'S GET GROUNDED: ESTABLISHING GROUND RULES

This may seem elementary, but even established groups need to have structure and defined expectations. Creating these together helps empower the group and also gives you something tangible (that the youth developed and agreed to) if problems arise in the future.

- Begin a discussion about the importance of everyone being on the same page about the group and what will be acceptable behavior throughout the year.
- The leader can either establish the rules, post them and ask the group to come to agreement on them, adding any that are missing; or
- The leader can start with nothing and ask the group what rules they will need to have a successful year.

## SAMPLE RULES MAY BE:

### Accept Others

- Each person has a right to say what they feel or think; accept what they say as such
- Listen to each other and show respect for each person. You do not have to agree with someone to accept them and show respect for them.

### Speak for Yourself

- Say what you think or feel but don't try to speak for me..
- Avoid phrases like "we...", "people always...", "I'm sure you agree that..."

### Avoid Put-Downs

- Verbal put-downs hurt people – even when they laugh and appear not to be bothered. Put-downs are often contagious and get thrown back. The "game" continues to build up until feelings are truly hurt.
- If people think they might be put-down they hesitate to share personal feelings and ideas, especially if they vary from the group norms. This can mean a lot of value discussion will be held back if you don't avoid put-downs.
- Non-verbal put-downs also hurt. These can include facial expressions, gestures, side conversations, etc.

### You Have the Option to Pass

- In value discussions everyone participates. However, everyone does not have to share their thoughts or feelings on every question. Sometimes a question has very different meanings for different people.
  - ◊ If people feel they are free to pass, they often feel freer to choose to participate at their own level rather than in ways they think others expect them to.

### Responsible for Own Learning

- ◊ Each participant in the group will learn something different from each session. Each person will learn as much or as little as he or she chooses to learn. The leader's job is to provide an environment in which the participant can learn.

### Expect Unfinished Business

- ◊ Often members of the group are stimulated to continue discussion after sessions. It is okay to end a session with questions still hanging.

### **TAKE A GUESS...**

1. Give each person a piece of paper and ask them to write the numbers 1 – 20 down the side. Participants should fill in as many things about themselves as they can next to the numbers. DO NOT PUT YOUR NAME ON THIS!
2. Collect the sheets, mix them up and pass them out.
3. Have participants read the first half of each one out loud. Ask the group to guess the person's identity. Continue reading the second

### **SCRABBLE**

1. Create Scrabble tiles on 8 1/2 X 11 paper - one letter per piece. Make sure to include vowels!
2. Give each person one or two letters, depending on size of group. The goal is to create as many words as possible in 5 minutes by combining letters with other people.
3. When a word is created with a group, write the word on the back of each letter and move on.
4. After 5 minutes, have individuals count words and report to group. What were the longest and shortest words? Who had the most? What was the most unique word?
5. Possible discussion questions:
  - ◊ Was it easy or difficult for you to approach other people?

- ◆ What might be some reasons why \_\_\_ got the most words? The longest or shortest? The most unique?
- ◆ What was it like to have an odd letter - Q, Z, X? Was it more challenging?
- ◆ How did you deal with that?
- ◆ How does this relate to our session with YIG?
- ◆ Any lessons we can take with us?

### **LINE UP**

1. Have participants line up according to birthday, house number, alphabetically by first name, middle name or last name, or height.
2. Gradually make it more challenging by blindfolding the entire group or particular individuals, silencing the group or individuals, or doing both before you give the next "line up" category!
3. Possible discussion questions:
  - ◆ How well did you work as a group?
  - ◆ What made it easy/difficult?
  - ◆ How does this relate to our experience as a group?
  - ◆ Any lessons we can carry with us?

### **INTERVIEW**

1. Copy the "Interview Sheet" for each participant.
2. Have individuals partner up with someone they don't know very well and interview each other using the following sheet.
3. Partners should introduce each other to the group, choosing the three most interesting things that were learned.

## **INTERVIEW SHEET**

Tell me your full name and what it means, or a story about how you were named.

Who do you live with?

If you could be on any television show what would it be?

If your best friend were to describe you, what would s/he say?

If you could be anywhere but here right now, where would you be?

What is one thing you are really proud about?

Who is your hero or s/hero...somebody you really respect?

## **A SIMPLE TEST**

1. Make and distribute copies of A Simple Test #1. Ask youth to fill out.
2. Ask "How did you do?" and facilitate a discussion with the following point: none of us remember the headliners of yesterday. These people are the best in their fields. But the applause dies. Awards tarnish. Achievements are forgotten.
3. Distribute A Simple Test #2. Ask youth to complete and share answers in groups of two or three.
4. Ask "Was this quiz easier?" Facilitate a large group discussion with the following point:
5. The people who make a difference in your life are the ones who care about you the most

## **A SIMPLE TEST #1**

Name the five wealthiest people in the world.

Name the last five Heisman trophy winners.

Name the last five winners of the Miss America contest.

Name ten people who have won the Nobel or Pulitzer Prize.

Name the last half dozen Academy Award winners for best actor and actress.

## **A SIMPLE TEST #2**

Name three friends who have helped you through a difficult time.

List a few teachers who aided your journey through school.

Name five people who have taught you something worthwhile.

Think of a few people who have made you feel appreciated and special.

Think of five people you enjoy spending time with.

Name three heroes whose stories have inspired you.

### **SOMETHING UNIQUE**

1. Participants stand in a straight line, side to side.
2. One person takes a step forward and says something that is unique about himself/herself. If others have the same quality or have done the same thing, they step forward as well.

### **WE HAVE IT IN COMMON....**

1. Give the following instructions: "Partner with one other person. Find eight things you have in common. Common physical characteristics do not count during this exercise." Share with large group.
2. "Staying with your original partner, find another group of two. Find four things the four of you have in common."
3. Share with large group.
4. "Find another group of four. Find two things the eight of you have in common." Share with large group.  
Continue until the entire group is together and find one thing the group has in common.  
NOTE: Depending on the size of your group, you may need to adapt activity.

### **IN THE HAT (this is also a great vehicle activity)**

1. Prepare questions and place in a hat.
  - a. If you could "un-invent" one thing in the world so it would no longer exist, what would you choose?
  - b. If you could change one of your personality traits, what would it be?
  - c. If you could be invisible for one hour, where would you go and what would you do?
  - d. If you were to perform in the circus, what would you do?

- e. If you had to describe the single worst thing a friend could do to you, what would it be?
  - f. If you could teach your children only one lesson in life, what would it be?
  - g. If you could be anything in a refrigerator, what would you be?
  - h. If you could remove one show from television forever, what show would it be?
2. Pass the hat around a circle, having youth draw a question and answer it as best as they can. After a youth has answered a question, open it up to the group for further discussion.

### **CANDY, CANDY, CANDY**

1. Purchase 10 kinds of assorted candy and assign a question to each type of candy. Put this information on a large piece of paper.
2. Pass around a bowl of assorted candy and ask participants to choose five different pieces – but don't eat it yet!
3. Post the questions you have assigned to each piece of candy and tell participants they can eat their piece after they have shared the answer to the question.

Sample questions:

- a. What makes you laugh?
- b. What makes you cry?
- c. If you could identify yourself as an animal, what would it be?
- d. Have you ever volunteered before? If so, where?
- e. What's one thing about your cultural heritage that you are proud of?
- f. When you were a child what did you want to be when you grew up?
- g. If you could be anything in 10 years without having to go to school, what would it be?
- h. Where do you feel most at peace?

### **Team Building: Group Exercise**

Purpose: Provide opportunities for group members to work together as a team and learn to value all members; may require a higher level of familiarity and trust.

### **TRUST WALK**

1. Pair individuals up with people they don't know as well.
2. Blindfold one member of each pair. Spin them around a few times to disorient them.
3. Have the other member of each pair lead their partner to a destination.

### **AMOEBA RACE**

1. Tie a long rope around a team of people, bunching everyone up tightly.
2. Set up a course for the "amoeba" to run: 25 feet, over a box, 25 feet, under a table, etc.

### **BACK ART**

1. Form two teams and have each team sit in a row, one person behind the other. Take a vow of silence for the duration of the exercise.
2. Give the person in the front of the row a piece of paper and a pencil.
3. Show the last person in each line a simple hand-drawn picture of an object: flower, ice cream cone, etc. This person uses his/her finger to draw the object on the back of the person in front of him/her.
4. This continues until the drawing gets to the first person in line who draws what they think the object is on a piece of paper.
5. Possible discussion questions:
  - ◆ What happened to the drawing as it went through the line?
  - ◆ Why did it happen?
  - ◆ What could have been done to make it more accurate at the end?
  - ◆ Does this happen with verbal messages as well? How?
  - ◆ How can this be prevented?

# **TEAM BUILDING: CLOSURE EXERCISES**

Purpose: Prepare for and reflect on the termination of an activity or group.

## **PASS IT ON**

1. Pass out envelopes that contain one 3X5 index card per group member.
2. Have participants write their name on the envelope.
3. Pass envelopes to the left and give 2 minutes for people to take out a card and write down a strength or note of appreciation to the person whose name is on the envelope.
4. Continue to pass the envelopes until they have gone all the way around.

## **LETTER TO YOURSELF**

1. Have youth answer questions on a piece of paper – how they felt about their YIG experience, how they have changed, what things they learned that they would like to remember for the future, etc.
2. Give them envelopes and have them insert the paper, seal the envelopes and address the letter to themselves at their home address.
3. Mail the letters shortly after the session ends.

## **MEMORY BOOKS**

1. Have each participant prepare one page to insert in a memory book that will be distributed to everyone. The page could be art work, "Remember When's", quotes or notes, pictures, etc.
2. Collect each page and compile with a cover for a YIG Book.

# CHARACTER DEVELOPMENT ACTIVITIES

The following statement was taken from the YMCA of the USA website to illustrate why character development is one of the most important things we do at the YMCA:

## THE CHALLENGE TO Ys

The Y's commitment to character development makes it extraordinarily valuable to the communities and people it serves. Building on this commitment and making it part of everyday operations and programming can be challenging.

What are the three challenges that Ys must accept to enjoy all possible benefits in recommitment to Character Development?

1. To embed character development and the Y's four core values -- caring, honesty, respect, and responsibility -- into the Y's culture (who the staff and volunteers are, and how they operate) so it will last.
2. To become involved in a long-term process in which character development gives focus to everything they do in the Y, including programming, hiring, planning and budgeting.
3. To ensure that everyone - staff and volunteers at all levels of the organization - is involved and committed to this process. Everybody must accept the role of a teacher of values as an integral part of his or her job. All staff and volunteers must accept the challenge to teach the Y's core values first and foremost by leading by example in their own attitude and behavior.

Listed below are Youth in Government topics that are related to the four core values. These topics are meant as a discussion piece for your delegation.

### **Honesty**

- ◆ Representing yourself factually (vs. just giving opinion or falsifying information).
- ◆ Reporting a Code of Conduct violation to an adult (witnessing and not reporting a violation is the same as participating and carries the same consequences).

### **Caring**

- ◆ Befriending someone new at each meeting or conference.
- ◆ Helping a fellow delegate with research/questions/answers on his/her bill.
- ◆ Caring for your fellow delegates - knowing that you are a part

of a team and your actions reflect on the team as a whole.

## **Respect**

- ◆ Respecting the opinions of others.
- ◆ Understanding another delegate by learning the opposite side of the issue.
- ◆ Leaving intense debate on the floor/in committee/at delegation meetings.

## **Responsibility**

- ◆ Knowing when deadlines are and getting your materials in to time.
- ◆ If you are missing information – ask for it!!
- ◆ Plan how to get your fees paid by the delegation deadline (through fundraising, monthly payments, and scholarships).
- ◆ Understand the expectations and consequences of the Code of Conduct.

## **Four Values Tag**

*Value(s):* Caring , Honesty, Respect, Responsibility

*Facility & Equipment:* Gym or Playing Field.

*Description:* There must be an odd number of people. The leader calls out one of the four values and everyone (including the leader) finds a partner and locks elbows. One person will be left without a partner. Partners tell each other what they have done this week/day that fits the value. If one partner doesn't have an example, partners must split (and leader can now grab one of those partners) or leader may also grab a partner of a pair that is still talking after counting to 15. The same leader or new leader (if new partners were formed) calls out a different value and so on.

## **The Body Talks**

*Purpose:* To give participants an opportunity to practice communicating acceptance nonverbally - using gestures, body language, and facial expressions.

*Value(s):* Caring

*Facility & Equipment:* None

*Description:*

1. Divide the group in half; name one half 1s and the other half 2s.
2. Explain that all the 1s are to move about the area and the 2s are to stand still. The 1s are to greet 2s using gestures, body language, and facial expressions to communicate the message, "I want to get to know you and to be your friend." The only thing they may not do is speak. This is nonverbal communication.
3. Have the 1s and 2s switch roles, and repeat this exercise.
4. Ask all to share their thoughts about how it felt "listening" to nonverbal communication.

*REF: YMCA Teen Leadership Programs, p.203 / Mary B. Zoller (12/97)*

**The Gift That Lasts**

*Purpose:* To help a group recognize its members as individuals. To help identify the needs of individuals and attempt to meet them. To practice non-threatening ways of dealing with interpersonal conflicts.

*Value(s):* Caring

*Facility & Equipment:* 3x5 cards, one for each participant; Pencils/pens - one for each participant.

*Description:*

1. Give each participant a 3x5 card.
2. Have all members write some "weakness" or concern they have about themselves, something that keeps them from being all they could be, on their cards. They should sign their cards with "Dear Abby" pseudonyms, such as "Shy" or "Discouraged," reflecting their problems.
3. Collect the cards and divide the group into threes. Give each triad three cards from people outside their small group.
4. After reading and discussing a card, members of the triad write a "gift" on the other side of the card - something that will help the person deal with his or her problem. Then they sign their names on the gift side.
5. When all groups signal that they are done, collect the cards. Lay all of the cards, problem side up, gift side down, on a table or in the center of the floor. Instruct each participant to

find and collect his or her card and read the gift. Allow enough time for all who wish to discuss the gifts they have been given to locate one of the givers and have a short discussion.

*REF: YMCA Teen Leadership Programs, p.107 / Mary B. Zoller (12/97)*