

Alabama Cooperative Extension System
Alabama A&M and Auburn Universities

Wonderful World of Leadership



Wonderful World of Leadership



Table of Contents

Introduction.....	5
What's Your Leadership Style?.....	6
The Lion, the Fox, and the Saint Bernard.....	17
CARE Leadership Styles.....	20
Color Personality Test.....	23
Leading with Vision.....	26
There's No "I" in Team.....	31
It's Hip to Be Square.....	38
Qualities of a Leader.....	42
Building Leadership.....	48
Who Am I?.....	49

Introduction

The Wonderful World of Leadership is a 4-H leadership curriculum that is designed to help sixth- to eighth-grade students learn and practice leadership skills. Basic leadership knowledge and skills are essential for success in almost any field. Skills associated with leadership are helpful when working with a group even if the person is not the president or vice president of a club.

This curriculum has four major leadership lessons:

- What's Your Leadership Style?
- Leading with Vision
- There's No "I" in Team
- Take the Lead

Each of these lessons will provide leadership skills that can enhance youth leadership ability. These activities can be conducted during 4-H enrichment, afterschool, community, in-school, or special interest 4-H clubs.



What's Your Leadership Style?

What's Your Leadership Style?

Grade level: 6–8

Learning Objectives

- define and describe autocratic, democratic, and laissez-faire leadership styles
- recognize common leadership roles in a group
- identify their personal leadership styles
- discover how personality traits affect leadership styles



National Education Standards

Language Arts
Mathematics

Life Skills Model

Problem solving
Decision-making
Social skills
Planning/organizing

Time Required

60 minutes

Equipment/Materials

Dry erase board or chalkboard
Markers or chalk
Pencils

Handouts/Support Materials

The Lion, the Fox, and the Saint
Bernard Survey (*pages 17–18*)

The Lion, the Fox, and the Saint
Bernard Score and Summary
Sheet (*page 19*)

CARE Leadership Styles
Inventory (*page 20*)

CARE Leadership Style
Description Handout (*pages 21–22*)

Color Personality Test / Color
Description Page (*pages 24–25*)

What's Your Style?

If a leader demonstrates competency, genuine concern for others, and admirable character, people will follow.

—T. Richard Chase

What kind of leadership style do you use when you are responsible for coordinating an activity or project?

Allow participants to respond. If they do not come up with any possible answers, give some prompts. Are you controlling? Do you try to involve all team members? Do you make all the decisions without any input from the group? Do you study things thoroughly before making a decision or are you a “fly by the seat of your pants” leader?

Is it possible for someone to have more than one leadership style?

Allow young people to respond.

Yes, it is possible to have more than one leadership style. Sometimes a leader may need to change the way he or she does things to adapt to a specific situation or group.

Can you have a leadership role without being the “big dog” or leader of a project?

Allow young people to respond.

Of course you can! There are many different leadership roles and we’ll talk about those in a little bit.

What about personality types? Can the personalities of group members influence the way a leader conducts business?

Allow participants to respond.

What's Your Leadership Style?

The personalities of team members can be a huge factor in the leadership style that is needed for the group. In this session—What Style Are You?—we will explore not only our leadership styles, but also our personality types so we can learn to be the best leaders we can be! Let's start with leadership styles.

There are lots of leadership styles, but today we are going to focus on three main styles. Those are autocratic, democratic, and laissez-faire (lessay fair).

Let's first look at the autocratic leadership style. Can anyone tell me what autocratic means?

Allow young people to respond.

Autocratic leadership means that the leader makes decisions without consulting others. An autocratic style works when there is no need for anyone else to help make a decision. It also works when there is only one decision that can be made and when the motivation of people to carry out the decision would not be affected whether they were involved in the decision making.

The next leadership style is the democratic style. What do you think this style of leadership is like?

Allow participants to respond.

In the democratic style, the leader involves other people in the decision making. After listening to other people's ideas, the leader may have the final say or may try to help the group reach a consensus. Members of a group usually appreciate a democratic leadership style. It can be a problem, though, when there is a wide range of opinions and no clear way to make a decision that pleases everyone.

Can someone tell me what a laissez-faire leadership style is?

Allow young people to respond.

Laissez-faire is a French word that means letting people do as they please. With this style, the leader doesn't have much involvement in decision-making, and people are allowed to make their own decisions. They may also be responsible for the outcome. The laissez-faire style works best when people are capable and motivated and don't need much guidance.

Which of these three leadership styles do you think works best for most situations?

Allow participants to respond. The best answer is democratic leadership.

Which of these leadership styles would be the most frustrating for you as a member of a team?

Allow young people to respond.

As I mentioned earlier, there are specific situations in which each style of leadership is needed. Even autocratic leadership can be best sometimes. If a situation calls for an autocratic leader, however, it does not mean the leader has to be mean to the team members. An autocratic leader who treats people badly probably won't be successful. In fact, when people feel they have no voice at all, it can lead to revolution. A laissez-faire approach will work well sometimes, but often people don't get as much work done and don't put as much energy into their work as when they are actively led. Research shows us that the democratic leadership style is usually the most effective.

Now that you have a little more information about these three leadership styles, which type of leader are you?

Allow participants to respond.

Now let's talk about the different types of leadership roles that members might serve in a group. Can anyone name what some of those roles might be?

What's Your Leadership Style?

Allow participants to respond. Record responses where everyone can see.

Those are great ideas! Here are some other leadership roles you will find in most groups.

- **Creative thinker.** This group member has original thoughts and can come up with innovative ideas to help reach goals.
- **Worker bee.** This person is very involved with the project and knows what the end result should be. He or she can evaluate the situation, contribute to the discussion, and carry out specific tasks. The worker is an important role!
- **Problem solver.** This group member is a mover and a shaker and is good at making decisions and determining the best course of action to take.
- **Time keeper.** This person is the clerk or recorder for the group. He or she keeps the group focused and on schedule.
- **Marketer.** The marketer contributes, promotes, and sells ideas to the rest of the group.
- **Organizer.** This group member is knowledgeable, dependable, and a good planner.
- **Social director.** This group member is a people person who directs the social interaction of the group. The social director likes people to communicate.
- **Point person.** This person can clearly define the group's ideas or goals and helps the group zero in on the task at hand.

Discussion Questions

- Can any of you see yourself in any of these roles?
- Which role do you feel most comfortable playing in a group?
- Do you think that an individual's role might change when working with different groups of people?

Now let's do some activities to find out what leadership style fits each of you.

The following activities are leadership style inventory tests. The instructor may choose to do one, two, or all three.

Activity 1: The Lion, the Fox, and the Saint Bernard

Objective

Participants will associate leadership qualities with the characteristics of the three animals.

Instructions

Give each participant a pencil and a copy of the handout, *The Lion, the Fox, and the Saint Bernard Survey*. Continue the activity by guiding the group with instructions below.

Today we are going to do a fun leadership styles inventory test to find out if you are a lion, a fox, or a Saint Bernard. Before we start the survey, raise your hands to show which animal represents the kind of leader you think you are. Who is a lion? A fox? A Saint Bernard? At the top of your survey, write the name of the animal you think you are.

Each of you has a copy of the survey to complete. You'll read each line across the page and then fill in the box in each column with a number ranging from 0 to 10. The numbers in each line across must add up to 10. Look at the example. It says, "My favorite ice cream flavor is..." The choices are chocolate, strawberry, and vanilla. Put a number by each of the three choices to show how true they are for you. If you love chocolate ice cream and hate strawberry and vanilla, then you might put the number 10 by chocolate and 0 by the other two. If I were answering the survey, my answer might be 7 for chocolate, 2 for strawberry, and 1 for vanilla. Does that equal 10? Yes. Does everyone understand the instructions?

After you put in your scores for each line on both pages, add up the numbers in each column on page 1 and on page 2. Write the total for each column in the box at the bottom of the page. Then add up the three column totals on each page. The grand total on each page should be 100. If it is not, go back and double check each line and make sure each one adds up to 10. Let me know if you need help.

When participants have finished the survey, give them copies of *The Lion, the Fox, and the Saint Bernard Score Sheet*. Explain that they are to transfer scores from the survey to the score sheet.

What's Your Leadership Style?

Now transfer your column totals for each page to the score sheet. After you write in your column totals for pages 1 and 2, total each column to get the grand total.

Allow time for participants to transfer scores and do math calculations.

Everyone should now have a grand total score for columns A, B, and C. Let's see how many people we have in each leadership style and then we will discuss each style.

Ask the following questions and record the number of participants who raise their hands for each column.

If your top score was in column A, please raise your hand.

If your top score was in column B, please raise your hand.

If your top score was in column C, please raise your hand.

Those of you who had the highest score in column A are classified as Saint . Those of you who had the highest score in column B are classified as lions. Those of you who had the highest score in column C are classified as foxes.

Now let's divide up into those three groups and do a brainstorming activity. Everyone who had the highest score in column A will meet together and likewise for B and C.

In your groups, brainstorm ideas and make a list of the characteristics of the animal that your group represents. Also write down how those characteristics relate to leadership styles. I have paper and markers for each group.

Allow time for the participants to complete the tasks. Then have each small group share its information with the entire group.

I would like for each group to post its list where everyone can see and give a report about your discussion.

After each group has made its presentation, refer back to the bottom of the *The Lion, the Fox, and the Saint Bernard Score Sheet*. Hand out and review the summary information with the group, comparing it to the lists they made of each animal's characteristics.

Let's review the summary information at the bottom of your score sheet and see how it compares to the description of each animal.

Now, go back to your survey and look at the animal you chose at the beginning of the activity. How many of you were right about the animal you thought you were? How many of you chose a different animal from what your survey results showed? Looking at the characteristics of animals is a fun way to think about leadership styles. And it's a good way to learn something about yourself.

Activity 2: CARE Leadership Styles

Objective

Associates leadership qualities with an easy-to-remember acronym: CARE—congeniality, action, reason, excellence.

Instructions

Give each participant a pencil and a copy of the *CARE Leadership Styles* inventory test (page 20). Lead the activity with the following instruction.

This leadership style inventory test will help us figure out our personal styles.

Let's look at the inventory. Your task is to read the characteristic in each box and then rate yourself on that characteristic using numbers 1 to 10. Number 1 is weakest and 10 is strongest. If you think the characteristic doesn't describe you at all, give it a number 1. If you think the characteristic describes you exactly, give it a number 10. You'll probably rank most characteristics somewhere in between 1 and 10. Write the numbers under each characteristic. After you've given a number to each characteristic, add the numbers in each column and write the total at the bottom of each column.

What's Your Leadership Style?

Allow time for participants to complete the inventory. Then ask the following questions and record their responses where everyone can see.

Now that everyone has completed the inventory, let's see what your results were. If column 1 had your highest total, raise your hand. If column 2 had your highest total, raise your hand. If column 3 had your highest total, raise your hand. If column 4 had your highest total, raise your hand.

Now let's see what each of these columns represents. There are four categories of leadership qualities represented and the word CARE is an acronym for them. CARE stands for congeniality, action, reasoning, and excellence. Can you see how the words in each column relate to these four categories? Column 1 is congeniality, column 2 is action, column 3 is reasoning, and column 4 is excellence.

Pass out the *CARE Leadership Styles* handout (pages 21–22).

Let's look at the summary of these categories and see what they mean.

Review the handout with the group. Or divide the group into the four smaller groups based on the columns that had their highest scores. Ask the groups to discuss the information about their leadership characteristics and then prepare a creative presentation for the whole group. Finally, review the highlights from the handout and make sure all the key points have been addressed.

Activity 3: The Color Personality Test

Objective

Relate personality types to colors.

Instructions

Give each person a pencil and a copy of *The Color Personality Test* handout (page 23). Give the following instructions.

Let's have a little fun with personality types. Did you know you can determine your personality type based on colors? On this test, rank the colors 1 through 8 based on your favorite to least favorite color.

Allow time for young people to complete the test.

Let's take a look at each color. Tell me what you think of when you see that color. We'll start at the top with blue. What emotions or descriptions come to your mind?

Allow time for participants to respond. Continue discussing each color.

What about the color brown?

What does red say to you?

What emotions or descriptions come to your mind with the color black?

What about violet or purple?

What does gray say to you?

How about green?

What about yellow?

Give each person a copy of *The Color Personality Test* and the color description handout (pages 24–25).

Let's see what the experts say about colors and our personalities. Here is a description for each color. See if you think these descriptions of the colors match the characteristics of your personality that you identified in the first activity.

What's Your Leadership Style?

Review the handout and discuss the following questions.

- Which leadership style would work best for each color personality?
- Why is it important for us to know a little about a person's personality?
- How do different personalities in a group affect a group's dynamics?
- Did you have a different favorite color when you were younger?
- Can someone's personality change over time?
- Which colors are most compatible?
- What is the benefit of having people with different personalities in a group?

Extended Activities

These websites have other personality profiles the participants can complete:

- <http://www.ullazang.com/personality.html>
- <http://www.personalityonline.com/tests/tests.html>

The Lion, the Fox, and the Saint Bernard Survey (page 1)

There are three possible ways to finish each statement. Score each choice from 0 to 10 with 0 meaning *never* and 10 meaning *always*. Write your score in the box to the right of each choice. The three scores for each statement must add up to 10. After completing each statement, add the numbers in each of the three vertical columns, and write the totals in the boxes at the bottom of the page.

Example: My favorite ice cream is... chocolate 7 strawberry 2 vanilla 1

Column A	Column B	Column C	Totals
1. I enjoy things most when I am...			
Helping others do what they want to do.	Getting others to do what I want to do.	Doing what I want to do without having to count on others.	
2. Most of the time I am apt to be...			
A feeling person who is quick to respond to other people's needs.	An energetic person who is quick to see opportunities and advantages.	A practical person who is careful not to rush into things before I'm ready.	
3. When I meet people for the first time I am most apt to be...			
Concerned with whether they find me a likable person.	Actively curious about them to learn if there is something in it for me.	Politely cautious until I've learned what they might want from me.	
4. Most of the time I find myself being...			
The nice one on whom others can generally count to lend a helping hand.	The strong one who supplies the direction for others.	The thinking one who studies things carefully before acting.	
5. I feel most satisfied when...			
The major decisions have been made by others and the way I can help is clear.	Others count on me to make the major decisions and tell them what to do.	I've had time to study a major decision and determine my own best course of action.	
6. People who know me best see me as a person who can be counted on...			
To be trusting of them and loyal to them.	To be full of ambition and initiative.	To be unswerving in my convictions and my principles	
7. It is most like me to...			
Do the best I can and trust in others to recognize my contribution.	Take the lead in developing opportunities and influencing decisions.	Be patient, practical, and sure of what I am doing.	
8. I would describe myself as a person who most of the time is...			
Friendly and open and who sees some good in almost everyone.	Energetic and self-confident and who sees opportunities others miss.	Cautious and fair and who stands by what I believe to be right.	
9. I find those relationships most gratifying in which I can be...			
Of support to a strong leader in whom I have faith.	The one who provides the leadership others want to follow.	Neither a leader nor a follower, but free to pursue my own independent way.	
10. When I am at my best, I most enjoy...			
Seeing others benefit from what I have been able to do for them.	Having others turn to me to lead and guide them and give them purpose.	Being my own boss and doing things for myself and by myself.	
Column A Total	Column B Total	Column C Total	
Page 1 Grand Total should equal 100 (A + B + C)			

The Lion, the Fox, and the Saint Bernard Survey (page 2)

Column A	Column B	Column C	Totals
11. When I run into opposition to what I am doing, I am most apt to...			
Give up what I am doing and put _____ my wants to one side in order to be helpful.	Become forceful and press for my _____ right to be doing it.	Become doubly cautious and check my position carefully. _____	
12. If I decide I want to overcome someone's opposition, I will try to...			
Change what I am doing and try _____ to make it more acceptable to the person.	Find the holes in that person's argument and press the strong points in mine. _____	Appeal to the person's sense of respect for logic and fair play. _____	
13. In getting along with difficult people, I usually...			
Find it easier to just go along _____ with their wishes for the moment.	Find them as challenges to be overcome. _____	Respect their rights and insist that they respect my rights and interests. _____	
14. When someone strongly disagrees with me, I tend to...			
Give in and do it that person's way unless it is important to me. _____	Challenge the person immediately and argue as hard as possible. _____	Detach myself from the situation until I've made certain of my position. _____	
15. When someone openly opposes me, I usually...			
Give in for the sake of harmony and rely on that person's sense of justice to do right by me. _____	Face up to the fact that it is a battle and set out to win. _____	Try to withdraw from the relationship and turn to my own interests. _____	
16. If I'm not getting what I want from a relationship, I am most apt to...			
Keep hoping and trusting that things will work themselves out in due time. _____	Become more forceful and persuasive and push harder to get what I want. _____	Abandon the relationship and look elsewhere for what I want. _____	
17. When I feel others are taking advantage of my goodwill, I usually...			
Turn to people with more experience and ask for their advice. _____	Assert my rights and fight for what I am entitled to. _____	State my rights clearly and insist that in all fairness they be respected. _____	
18. When another person insists on having his or her own way, I tend to...			
Put my wishes aside for the time being and go along with that person. _____	Put up counter arguments and try to get the person to change. _____	Respect the person's right to follow his or her interests as long as there is no interference with mine. _____	
19. When others openly criticize me, I am most apt to...			
Want to pacify them and cool their anger with me. _____	Become indignant and challenge vigorously their right to criticize. _____	Become doubly cautious and analyze each charge in specific detail. _____	
20. When someone has plainly abused my trust or confidence, I tend to...			
Feel the person has done more harm to himself or herself than to me. _____	Get angry with the other person and take steps to even the score. _____	Analyze what went wrong and how to avoid the same situation in the future. _____	
Column A Total	Column B Total	Column C Total	
Page 2 Grand Total should equal 100 (A + B + C)			

The Lion, the Fox, and the Saint Bernard Score Sheet

Transfer the column totals from page 1 and page 2 of the survey to the correct boxes below. Add the columns together again to get your total score for column A, column B, and column C.

Column A Page 1 Total		Column B Page 1 Total		Column C Page 1 Total	
Column A Page 2 Total		Column B Page 2 Total		Column C Page 2 Total	
Column A Grand Total		Column B Grand Total		Column C Grand Total	

The Lion, the Fox, and the Saint Bernard Summary

Qualities of a Lion (Column B)

Goal oriented
 Assertive; bold and confident
 Directing; likes to direct others toward the goal
 Likes to be in control
 Competition is important; likes to win
 Dislikes gullibility and indecisiveness
 Always thinking how to help themselves

Strengths

Ambitious
 Competitive
 Self-controlled
 Forceful

Weaknesses

Dictator
 Arrogant
 Combative
 Ruthless

Qualities of a Fox (Column C)

Resourceful
 Thrives on feeling of self-reliance/independence;
 doesn't like to be on committees
 Values planning and an orderly approach
 Respects logic and wisdom
 Dislikes emotion; doesn't notice
 needs of others

Strengths

Analytical
 Cautious
 Methodical
 Fair

Weaknesses

Nit picky
 Suspicious
 Rigid
 Unfeeling

Qualities of a Saint Bernard (Column A)

People oriented
 Likes being genuinely helpful
 Cares about others' feelings and well-being
 Dislikes selfishness and anger

Strengths

Supportive/team
 oriented
 Trusting
 Adaptable
 Optimistic

Weaknesses

Submissive

 Gullible
 Spineless
 Impractical

CARE Leadership Styles Inventory

Rate each item in each column on a scale of 1 to 10 according to the way you perceive yourself having that characteristic. 1 = weakest; 10 = strongest. Add your scores for each column.

Flexible: The ability to be versatile, easy-going, not rigid. _____	Controlling: Leading, telling, dominant, ruling, seeks to have and maintain influence. _____	Tenacious: Insistent, tireless, diligent, not letting go. _____	Thoughtful: Mindful of others, altruistic, considerate, unselfish, kind-hearted. _____
Youthful: Having a "young" outlook on life, energetic, optimistic. _____	Self-Confident: Having a bold attitude, resolute, assured, dauntless, positive. _____	Economical: Careful in the use of money, goods or resources, frugal, thrifty. _____	Modest: Not vain or boastful. _____
Tactful: Diplomatic, polite, sensitive, mannerly, genial, obliging. _____	Persuasive: Having the power to impress others as right and well-founded. _____	Factual: Accurate, relies on data, not skewed by emotion or opinion. _____	Helpful: Being of service, showing interest in or concern for welfare of others, aiding. _____
Socially Skillful: Ability to get in and out of social situations with ease. _____	Competitive: Desirous of winning, seeks to best others, makes contest out of situation. _____	Thorough: Comprehensive, complete, detailed, exact. _____	Responsive: Prone to react to, answer, or respond to a need or request. _____
Animated: Lively, high-spirited, larger than life. _____	Persistent: Refusing to give up when faced with opposition or difficulty. _____	Detail Oriented: Paying careful attention to specifics. _____	Cooperative: Collaborative, harmonious, working together for a common result. _____
Experimental: Willing to try new things, not bound by traditional ways of thinking. _____	Quick to Act: Responds rapidly, swift in deciding and implementing ideas or plans, spontaneous. _____	Practical: Functional, usable, timely, down-to-earth, serviceable. _____	Idealistic: Visionary, seeing the world not as it is but as it could be. _____
Enthusiastic: Eager, spirited, dynamic, effervescent, "up." _____	Seeks Change: Wanting to restructure, improve, or move from the status quo. _____	Reserved: Restrained, self-controlling, formal, introverted, moderate. _____	Trusting: Believing, accepting, unquestioning. _____
Adaptable: Skillful at change, elastic, able to cope with transitional situations. _____	Forceful: Emphatic, powerful, potent, assertive, strong. _____	Steadfast: Constant, uncompromising, unmovable in beliefs, not changing or wavering. _____	Receptive: Open to ideas, impressions, or suggestions. _____
Negotiating: Seeks agreement, mediating, interceding, one who steps in, a go-between. _____	Risk Taker: One who is open to change, willing to take a chance. _____	Methodical: Systematic, maintaining care and orderliness, following a set arrangement. _____	Loyal: Faithful, dutiful, devoted, obedient. _____
Inspiring: Stimulating, exciting, able to motivate in an intrinsic way. _____	Urgency: Having a sense of immediacy, wanting results quickly. _____	Analytical: Having or showing skill in thinking or reasoning, logical and calculating. _____	Seeks Excellence: Continually looks and works for quality, perfection, and superior performance. _____
Column Total _____	Column Total _____	Column Total _____	Column Total _____

CARE Leadership Styles

C=CONGENIALITY

The social people fall into this style:

- enjoy interaction
- want to know how they can get others involved
- want everyone to feel good and have a good time
- want to fix it if someone is not having a good time
- may go along with others to get along
- enjoy harmony
- dislike conflict
- attempt to smooth over conflict by being the diplomat
- need public attention and applause

They are likely to do the following:

- demonstrate patience
- concentrate on the task
- be loyal
- be good listeners
- calm excited people
- develop specialized skills

They desire an environment that includes these things:

- security
- status quo unless there's a reason for change
- credit for work and sincere appreciation
- identity with a group
- traditional procedures

They need the following to be more effective:

- time to prepare for change
- validation of self-worth
- information on how their work contributes to the whole
- guidelines for accomplishing tasks
- creativity encouraged

A=ACTION

This style describes the initiators:

- want to know what you want and when you want it
- seize the opportunity
- think if it's worth doing, it's worth doing right now
- need a variety of duties and responsibilities
- become bored quickly with committee meetings, research, and discussions
- prefer to work alone—it's faster
- think it's better to beg forgiveness than to ask for permission
- may act without thinking
- need help staying focused

They are likely to do the following:

- get results
- cause action
- accept challenges
- make quick decisions
- question the status quo
- take authority
- solve problems

They desire an environment that includes these things:

- power and authority
- prestige and challenge
- opportunity to accomplish
- direct answers
- freedom from controls
- new, varied activities

They need the following to be more effective:

- difficult assignments
- reminder that they need people
- occasional shock
- ability to identify with a group
- verbalized reasons for action
- set of rules
- more relaxation

CARE Leadership Styles Description

R=REASON

This style describes the analytical thinkers:

- would rather think now and act later
- are good at analysis and critical thinking
- want to know what the bylaws say
- value accuracy, organization, and preparedness
- are dependable and consistent
- may experience analysis-paralysis

They are likely to do the following:

- pay attention to key directives
- concentrate on details
- be diplomatic
- check for accuracy
- use critical thinking
- be critical of performances
- comply with authority

They desire an environment that includes these things:

- security assurances
- standard procedures
- sheltered environment
- reassurance
- no sudden, abrupt changes
- being part of a work group
- status quo unless assured of quality control

They need the following to be more effective:

- precision work
- opportunity for planning
- exact job description
- scheduled evaluations
- respect for people's worth and their work
- more tolerance for conflict

E=EXCELLENCE

This style includes the perfectionists:

- think if it's worth doing, it's worth doing right
- want to know "Is this the best way to do this?"
- want to make a difference
- are motivated by helping others
- need public attention and applause, but will have difficulty admitting this
- set goals and accomplish them
- tend to be service-oriented and energetic
- are disappointed in others frequently
- tend to see the world as it should be instead of as it is
- experience burnout

They are likely to do the following:

- enjoy contacting people
- make a favorable impression
- seek a motivational environment
- be enthusiastic
- want to help others
- participate in a group

They desire an environment that includes these things:

- social recognition and recognition of ability
- freedom of expression
- motivation
- freedom of control and detail
- favorable working conditions
- opportunity to verbalize proposals

They need the following to be more effective:

- control of time
- participatory management
- realistic appraisal of others
- priorities and deadlines
- objective decision-making

The Color Personality Test

Find out what the colors say about your personality. Briefly study the colors below and rank them in order from the color you like most (1) to the color you like least (8).

Color	Ranking (1 to 8)
BLUE	
BROWN	
RED	
BLACK	
VIOLET	
GRAY	
GREEN	
YELLOW	

The Color Personality Test (Color Description)

RED

Red represents passion and energy. Red in the first position means you are impulsive and have a will to win. You are a good leader. You want to expand your horizons and live life to the fullest. Red in the seventh or eighth position means your desire for life and thirst for adventure are less.

YELLOW

Yellow represents happiness and relaxation. Anyone who chooses yellow in second, third, or fourth place is a positive, optimistic person who always looks to the future, never backward. You find life easy and problems simply do not exist for you. Free from worry, you lead a carefree life; but this does not mean that you are lazy. You can be extremely hard-working, although not consistently. Yellow in first place means that you are ambitious and eager to please. When yellow has a higher score, you have had your hopes and dreams dashed and you feel isolated and disappointed, often becoming defensive and withdrawn.

GREEN

Green represents firmness and resistance to change. Green in first place means you are persistent, possessive and quite selfish. You are a high achiever and an accumulator of things. You want to be recognized and need to impress but worry about the prospect of failure. If green is a later choice, your ego has been bruised and you have been humbled by the resistance to your progress. Consequently, you can be highly critical, sarcastic, and stubborn.

VIOLET

Violet is a mixture of red and blue and represents a conflict between impulsiveness and calm sensitivity, dominance and submissiveness. The person who prefers violet wants to find a mystical, magical relationship. Both mentally and physically immature, you are stuck in a dream of wishful thinking and fantasy. Often violet appears in the latter part of the sequence, where it indicates that the person choosing it is more mature, has outgrown the “fantasy” vision of life, and knows how to confront harsh reality head-on.

BROWN

Brown is the color of physical well-being and is an indicator of how healthy you think you are. If you put brown in fourth or fifth place, you are not very concerned about your health and body. This means you are probably in good shape. Those worried about illness tend to put brown earlier in the sequence. If you choose brown as your favorite color, you are restless and insecure. If brown is in eighth place, you don't care enough for your body and may not be as healthy as you think. Placing brown early also indicates the importance of a secure environment: refugees often pick brown first.

The Color Personality Test (Color Description)

GRAY

Gray is a neutral color and represents a point between two contrasting motivations. Gray in the first position means that you want to shut yourself off from everything and remain uncommitted, so that you can swing with opinion and emotions. You hate joining anything with group connotations and are an observer rather than a doer. Those who choose gray in the eighth position seek to join everything and are eager and enthusiastic. Such people will try absolutely everything in their efforts to achieve their goals.

BLUE

Blue represents calmness and loyalty. A person who favors blue is sensitive and easily hurt. You never panic. You are in total control of your life and happy with the way it is going. You desire to lead an uncomplicated and worry-free life and are prepared to sacrifice certain goals to achieve this. You need a stable relationship without conflict. Perhaps, as a side effect of contentment, you tend to put on weight. The later blue appears in the sequence, the more unsatisfied you are and the more you feel the need to break from the ties that restrict you. But you probably aren't unfeeling enough to walk out on a family or job; instead, you will suffer in silence.

BLACK

Black is the negation of color and means "No." Anyone who chooses it in the first position (which is rare) is in revolt against his or her fate. Chosen second, it means you are prepared to give up everything else to achieve what you want. It is normally put in seventh or eighth place, representing control of one's destiny and a balanced outlook. If yellow precedes black in the first two positions, then a change is on the way.

Source: <http://www.personalityonline.com/tests/colour/>

Leading with Vision

Grade Level: 6–8

Learning Objectives

- Describe the importance and role of visioning
- Discover how visioning supports the development of goals

National Education Standards
Language Arts

Life Skills Model

Problem solving
Decision-making
Social skills
Planning/organizing

Time Required

60 minutes

Equipment/Materials

Toy building bricks
Paper
Pencils
15-inch × 15-inch pieces of
cardboard
Small paper sacks



Leading with Vision

*The test of leadership: Turn around
and see if anyone is following you!*

Can someone tell me what the word *visioning* means?

Allow young people to respond.

Visioning is brainstorming to come up with the goals or plans for a project or group. Visioning means thinking about what the end result will look like, and then planning how to get there. How do you think visioning is used in a city or community?

Allow young people to respond.

Visioning might be used when planning a new subdivision, working toward a balanced budget, or planning how to update a city park to meet the interests of kids and families. There are lots of things we can plan by visioning. Sometimes visioning might be a long process that takes several meetings, but visioning for a simple project can be done in a short time.

Can someone name ways a group like ours can use visioning?

Allow young people to respond.

We might use visioning to decide on a project we could do to benefit the school or community. Or we might use visioning to establish the rules or policies for a new club.

Have you ever heard the phrase “thinking outside the box”? What do you think it means?

Allow participants to respond.

Leading with Vision

“Thinking outside the box” means trying to imagine new ways of doing things. It means being creative. It means thinking beyond the ordinary answers or solutions to a problem and finding extraordinary solutions. It might mean using resources in ways others have never thought of.

Visionary leaders understand how important it can be to “think outside the box.” Visionary leaders also look at trends, anticipate possibilities, and prepare their organization or group for the future.

Visioning generally involves several different groups of people who help evaluate a problem and suggest solutions. Here’s an example: Suppose there is a problem at this school with people throwing trash on the playground. The wind is blowing the trash into the storm drains, which causes them to become clogged. What groups could be formed to work on this problem by having visioning sessions to suggest solutions?

Allow participants to respond.

Groups that might work on this problem include students, teachers and other school employees, parents, and city storm drain engineers.

Let’s pretend we need to solve this problem and do some visioning to come up with solutions. I’ll assign a role to each of you to play in this visioning activity. You’ll be a student, teacher, city engineer, or parent.

Divide participants into groups of four. Assign one of the roles to each participant. An easy way to do this is to have the participants number off from one to four. Then assign each number to a role. Lead the visioning session by asking these questions.

- What are some of the root causes of the problem?
- What are some things we could do to solve the problem?

Now that we’ve identified the causes of the problem and ways we might solve it, we could decide what actions to take and make a plan. That’s how visioning works.

When do you think it would be useful for a group to use visioning?

Allow young people to respond.

Visioning is useful for the following:

- to set the stage for short-range planning activities
- to set new directions in policies or rules
- to review existing policy or rules
- when a compromise is needed on two issues
- when two issues need to be combined or consolidated
- when a wide variety of ideas should be heard
- when a range of potential solutions is needed

Let's do a visioning activity to help us understand this concept better.

Activity 1: Model City

Objective

Working in small groups, the participants will develop a vision for a city or one component of a city (park, industrial district, main street) created out of toy building bricks.

Instructions

1. Divide the larger group into teams of four to six members. Give each team a sack of toy bricks, some paper, pencils, and a piece of cardboard to build on.
2. Give the following instructions.

Your mission is to take the resources you have been given and create a vision for a city or one major part of a city such as a park, a main street project, a residential area, or some other area you choose. You will have about 45 minutes to conduct a visioning session with your group and then design and build your project using the toy bricks. Build on the piece of cardboard so you can pick it up and move it later. You must use all the toy bricks you have.

Leading with Vision

Allow time for teams to complete their projects. Observe the groups and take note of positive comments that reflect leadership in a group. Also look for individuals within each group who play the various leadership roles. When teams have finished their city designs, have each one make a presentation to the entire group, describing their project. Teams may need additional time. It may take more than one session to conduct this activity.

Discussion Questions

- Was it easy to come up with the vision for this project? Why or why not?
- How many different ideas did you come up with before you decided what your main focus would be?
- How did you go about determining the details for that project?
- Did any group ultimately have a leader?
- How did you know if your ideas were good ones?
- How did others provide you with feedback?
- What were some of the leadership roles different group members filled? (Point out examples you saw as you observed.)
- Do you think you achieved your vision in your completed project?

There's No "I" in Team

Grade Level: 6–8

Learning Objectives

- Identify the importance of teamwork in leadership
- Determine qualities that improve teamwork within a group



National Education Standards

Mathematics
Language Arts

Life Skills Model

Teamwork
Communication
Cooperation
Social skills
Problem solving
Planning and decision-making
Responsibility
Interpersonal skills

Time Required

60 minutes

Equipment/Materials

Jelly Bean Activity

Quart jar with jelly beans,
marbles, or pennies
Paper
Pencils
Chalkboard or dry erase board
Chalk or marker
Calculator (*optional*)

It's Hip to Be Square Activity

Envelopes
Scissors
Cardstock (*variety of colors*)
Timer

The Balancing Act Activity

Large rubber bands
Yarn or string
Tennis balls
Empty soft drink bottles
(*20-ounce or 2-liter*)

Handouts/Support Materials

It's Hip to Be Square Activity
(*pages 39–41*)
It's Hip to Be Square Instructions
(*page 38*)

There's No "I" in Team

The leaders who work most effectively, it seems to me, never say "I." And that's not because they have trained themselves not to say "I." They don't think "I." They think "we"; they think "team." They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but "we" gets the credit....This is what creates trust, what enables you to get the task done.

—Peter Drucker

Read the quote to the group. Lead a discussion using the following questions.

Tell me what you think about this quote. Is Peter Drucker right in what he says about teamwork?

What are some examples of situations where it takes more than one person to accomplish a task or goal?

Possible answers: A sports team needs all players and the coach to play a game. A committee needs all members to complete its role. A study group needs all members to complete their parts of the assignment.

As a leader, how do you get people to cooperate and use teamwork to accomplish a goal?

Allow participants to discuss the question.

Sometimes a leader must step back and let someone else with more experience in a specific area direct the group. A good leader will play to the strengths of the people in the group. A good leader will also listen to all the ideas of the group and allow the group to work together to find the best possible solution to a problem, instead of dictating what will be done.

The book, *The Wisdom of Crowds* by James Surowiecki, explains why many minds are better than one in solving problems. The author gives an example with a story about a professor who conducted an experiment with his participants using a jar of jelly beans. We're going to try his experiment right now to see if it works for our group.

Display the quart jar full of jelly beans where everyone can see it. Count the jelly beans ahead of time so you'll know the correct answer. Give each person a piece of paper and a pencil.

I would like each of you to look at the jar of jelly beans and then write down how many jelly beans you think are in the jar. You may come up and take a closer look, but you cannot touch the jar. I'll give you a couple of minutes to guess.

Now that everyone has written down a guess, we are going to add all of our answers together and average them to see what our final answer will be.

For a math activity, have each person record the guesses and add up the list of numbers, then divide by the number of guesses to get the average. Or the instructor can write the numbers on the board and use a calculator to save time. Once the average number is found for the group, the instructor should reveal the correct answer.

The correct number of jelly beans in the jar is _____. Our average number is _____. How far off were we from the right answer?

Have participants subtract the lower number from the higher number to determine how far off the average guess was from the correct answer.

Now look at your own original answer and try to figure out how far off you were from the correct number. Was your own guess closer to the correct answer than our average guess?

There's No "I" in Team

Have participants compare their answer and the actual number to determine how far off their guess was from the correct answer.

If it is true that many minds are better than one, there will be very few of you whose guesses were closer to the correct answer than our average guess. This experiment helps us see how important it is to work together and how much more successful we can be when we use teamwork!

What are some things we need to have to be a good team?

Allow young people to discuss and list their ideas. Add the points below to the list.

Here are some qualities that improve teamwork:

- good communication—both speaking and listening
- trust in each other
- respect for one another
- commitment to the task or group
- full participation in the group—play to the strengths of each person
- clearly defined goals for the team
- broad-minded thinking—looking at things in many different ways to come up with the best solution

Today we're going to test our teamwork skills through some games and see just how well this group can work together to accomplish the goal of the game.

Activity 1: It's Hip to Be Square

The purpose of this activity is to encourage teamwork within small groups as they try to solve the square puzzles.

Preparation

1. Copy *It's Hip to Be Square* handouts (pages 38–41) on card stock. Make one set for each small group, including the instructions and pieces for each square puzzle. Use the same color of paper for all the pieces in each set. Use a different color for each set of materials.
2. Cut apart the square puzzles on the lines. Place a full set of pieces in each envelope (one envelope per group). Each envelope should have all the same color pieces for five complete squares.

Instructions

1. Divide the group into small teams of six members. Designate one member of each team to be an observer/judge.
2. Spread out the teams in different areas of the room where they each have a surface to work on.
3. Give each observer/judge a copy of the *It's Hip to Be Square* group instructions (page 38) and one envelope with the pieces for the set of five puzzles. Tell them not to open the envelopes until instructed to do so. Allow a few minutes for the observers/judges to go over the objective of the game and the instructions with their groups. Remind the observers/judges to also review their own instructions.
4. Set a time limit of 20 minutes. If a team completes its task before time expires, you may either allow the other teams to continue working until time runs out or stop the game. Adjust the amount of time as needed.

Discussion Questions

- How willing were members to give away pieces of the puzzle? Were participants more interested in getting than in giving?
- Did anyone finish his or her puzzle and then withdraw from the group problem solving? If so, how did it affect the rest of the team?
- Did dominant individuals emerge, or did everyone seem to participate equally?
- Did team members become frustrated? How did it affect the group?
- What was the critical turning point that affected how the team worked together?
- How did not being able to talk affect communication in the team? How did you adapt to this restriction?

There's No "I" in Team

- Which team was most effective in following the instructions and completing the objective? Why?
- What does this activity teach us about teamwork?

Possible answers: Listening and following instructions are important. It takes all team members participating and cooperating to complete the task. Knowing and understanding the goal is important in accomplishing it.

Activity 2: The Balancing Act

The purpose of this activity is to work as a team to achieve the goal—picking up a tennis ball with the supplies provided and balancing it on a bottle.

Preparation

For each small team you will need a large rubber band, six 6-foot pieces of yarn or string, a tennis ball, and an empty soft drink bottle without a top (20-ounce or 2-liter). Tie the six pieces of string around the rubber band. Each team needs plenty of space so teams don't interfere with each other.

Instructions

1. Divide the group into teams of five or six members. If a team has only five members, one string can be taken off the rubber band or the team instructed not to use the sixth string.
2. Place the soft drink bottle on the ground and lay out the rubber band with the strings fully extended on the ground beside the bottle. Place the tennis ball on the ground near the bottle and rubber band.
3. Instruct the teams to form a circle around their bottles with their backs to the bottle. They should arrange themselves so that one of the strings from the rubber band is between each person's feet.
4. Each team member will bend over and pick up the end of the string farthest from the rubber band, keeping the string between his or her legs. They may look through their legs to see the tennis ball and bottle, but they may not turn around.
5. The goal is for the team to use their rubber band and string equipment to pick up the tennis ball, balance it on top of the bottle, and remove the rubber band. The task is complete when the ball is balancing on top of the bottle.

Variations: If you have an odd number of participants, you may appoint a leader for each team to give instructions; other team members may not talk. Another option is to allow some teams to have leaders while other teams must work without one.

Discussion Questions

- What was the biggest challenge about this activity?
- How did you overcome that challenge or adapt to it?
- Who became the leader of the team during this activity?
- How effective was that person in helping the group accomplish the task?
- What skills did each team member need to accomplish the task?
- If a team member was having difficulty, how did the rest of the group adjust and help that member?

Teamwork Lesson Review

If time permits, review the importance of teamwork by having the participants share with the group one thing they learned about teamwork. It could be something they need to work on themselves, a characteristic they discovered was important, or something they observed another person doing well that helped the team succeed.

It's Hip to Be Square (Group Instructions)

Each team has been given an envelope that contains pieces of five puzzles. Review all of the instructions below with your team and wait for the instructor to tell you when you can begin the task.

Objective

Your team will be successful when there is a perfect square, each of the same size, in front of each team member.

Instructions for Team Members

- You may use only the pieces provided.
- No member may speak or gesture in any way during the activity.
- You may not ask another member for a puzzle piece, take a piece from another member, or signal in any way that another person is to give you a piece.
- You may give pieces to other members.
- You may not place your puzzle pieces in the center area for other team members to take.
- Your team will have 20 minutes to complete the task.

Instructions for Observer/Judge (Do not read aloud!)

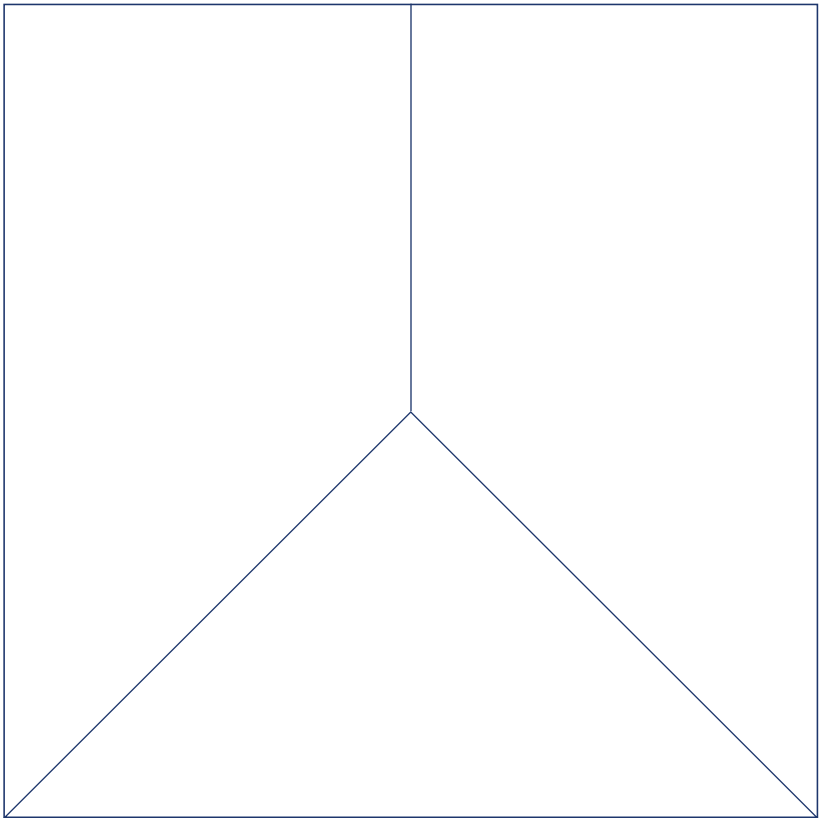
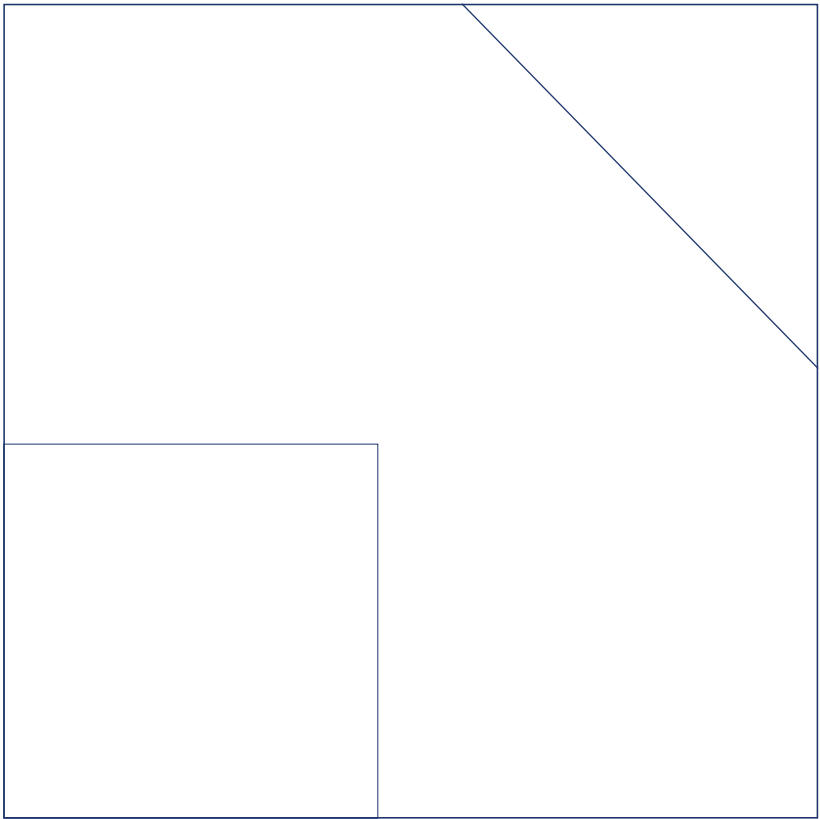
Your job is part observer and part judge. As a judge, make sure each participant observes the following rules:

- There is no talking, pointing, or any other kind of communication.
- Participants may give pieces directly to other participants, but may not take pieces from other members.
- Participants may not place their pieces in the center for others to take.
- It is okay for a member to give away all the pieces of his puzzle, even if he has already formed a square.

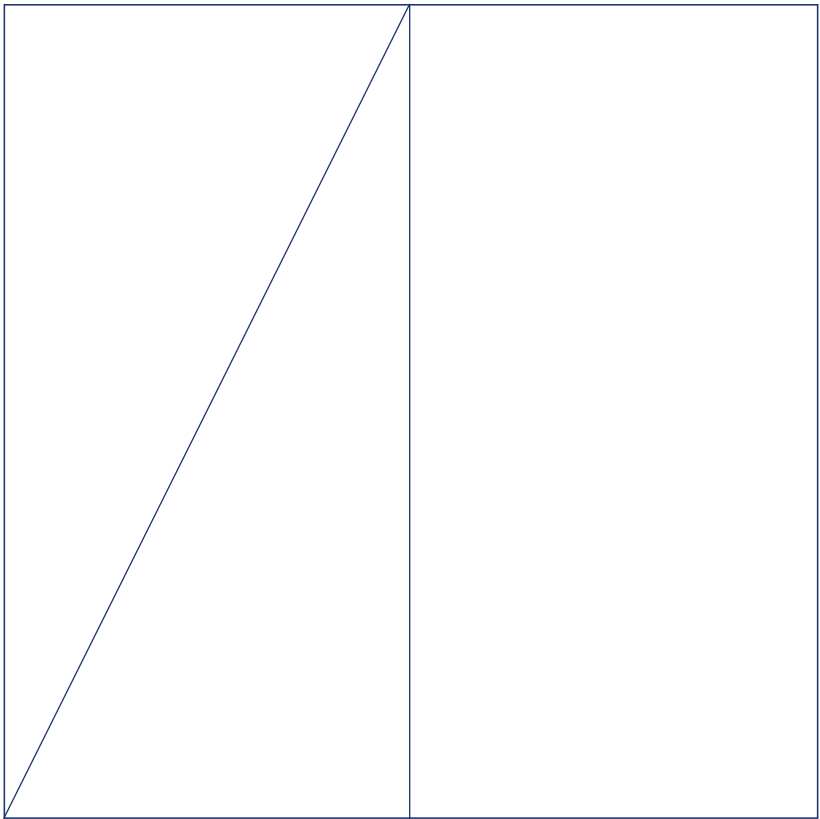
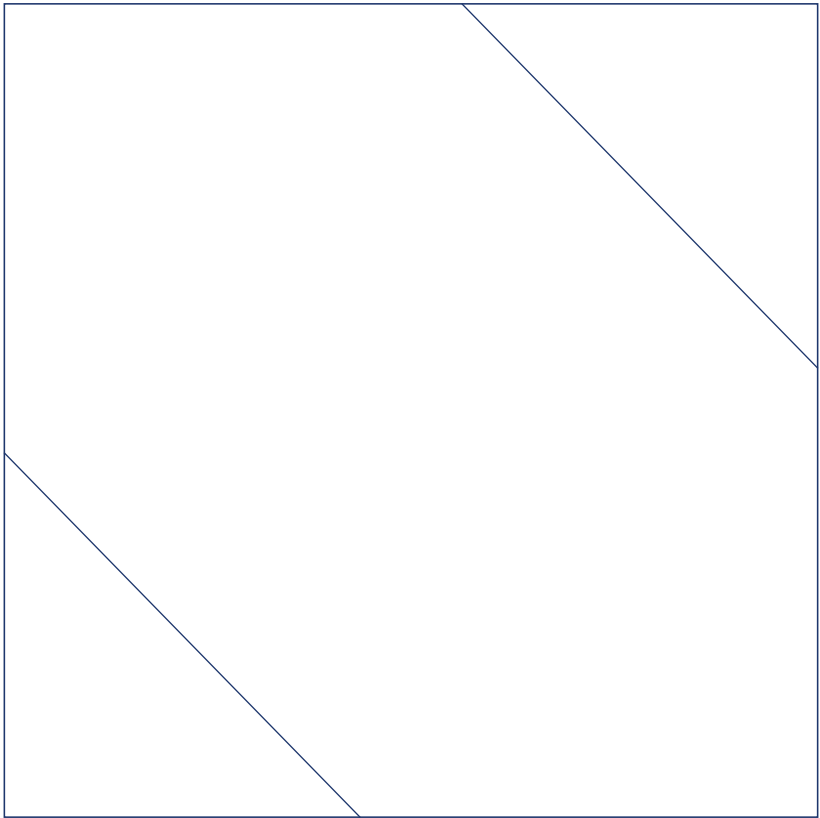
As an observer, look for the following:

- How willing were team members to give away pieces of the puzzle? Were participants more interested in getting than in giving?
- Did anyone finish a puzzle and then withdraw from the group problem solving? If so, how did it affect the rest of the team?
- Did dominant individuals emerge, or did everyone seem to participate equally?
- Did team members become frustrated? How did it affect the group?
- What was the critical turning point that affected how the members worked together?
- Other observations?

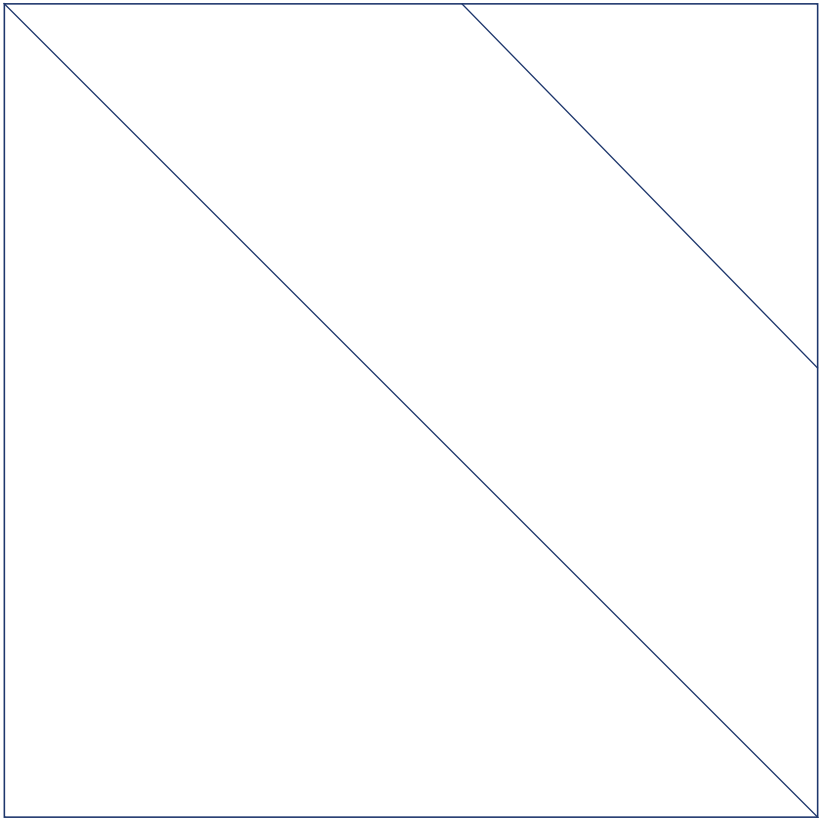
It's Hip to Be Square Worksheet



It's Hip to Be Square Worksheet



It's Hip to Be Square Worksheet



Qualities of a Leader

Grade Level: 6–8

Learning Objectives

- Define leadership
- Tell why leadership is important
- Identify characteristics/traits of a leader
- Describe leadership qualities



National Education Standards

Language Arts

Life Skills Model

Leadership

Teamwork

Social skills

Communication

Time Required

60 minutes (*may extend to more than 1 day if needed*)

Equipment/Materials

Pencils

Chalkboard or dry erase board

Markers or chalk

Cellophane tape or masking tape

Index cards (*optional*)

Handouts/Support Materials

Building Leadership (*page 48*)

Who Am I? (*pages 49–54*)

Qualities of a Leader

“The moment you stop learning, you stop leading.”

—Rick Warren

What is the first thing that pops into your mind when you hear someone mention the word “leadership?”

Allow participants to answer.

The term “leadership” can be defined in many ways. It may be an office held with an organization, company, or group. What are examples of this definition of leadership?

Possible answers: president, chairperson, vice president, secretary, other officer titles.

Leadership may also be a title passed down from one generation to the next. What is an example of this form of leadership?

An example would be a king or queen passing the title to his or her child.

Another definition of leadership is to provide guidance or direction. In a group, individuals may take on the leadership of different tasks. Leadership involves having a positive influence on other members of a group and helping the group achieve its goals.

Let’s take a quick survey. If you believe that leadership ability is something you are born with, line up on the left side of the room. If you believe that leadership is a skill that can be learned, line up on the right side of the room.

Allow participants to make their choices and move to the left or right side of the room.

Qualities of a Leader

Actually, both things could be true. Some people have a natural ability to lead, while others learn to be good leaders. Researchers who study leadership have learned that the skills and traits necessary to be an effective leader change from one situation to another, depending on the needs of the group.

Have the young people return to their seats.

What qualities do you have that make you a leader? I would like you to use the Building Leadership handout and think for a minute about the leadership traits or characteristics you think you have. Write one characteristic in each block. If you come up with more than ten, add more blocks and keep listing as many as you can think of. I'll give you a couple of minutes to complete this activity.

Distribute the *Building Leadership* handout (page 48) and a pencil to each participant. Youth can also work together in groups.

Let's see what leadership traits you came up with. I'll start a master list. Each of you will name one of the leadership traits you have until everyone has had a chance to name at least one. As a trait is mentioned, if that same trait is on your paper put a check in that box and we'll avoid duplicating answers. We'll keep going with the list until all of the traits have been identified from your individual lists.

Record the leadership traits on the board.

Now that we've listed all of your ideas, are there any other traits not on our list that you feel are important for a leader to have?

Here is a list of potential leadership traits. Add any of these the young people don't mention. They may think of others to add as well.

Adaptable	Has endurance	Motivator
Caring	Enthusiastic	Optimistic
Communicates well	Fair	Organized
Competent	Facilitator	Planner
Compromises when necessary	Flexible	Problem solver
Confident	Has high standards	Punctual
Courageous	Honest	Resolves conflict
Creative	Shows initiative	Respectful
Decision maker	Has integrity	Role model
Decisive	Involved	Sense of humor
Delegator	Good judgment	Tactful
Dependable	Knowledgeable	Team player
Direct	Listens well	Unselfish
Encourages others	Loyal	Has vision

Is it important for every leader to have every trait we have listed? Why? Why not? Do any of you have all of these leadership traits?

Allow participants to debate this question.

It is not necessary for a leader to have all of these traits. One person may be great at organization, communication, and teamwork, but may not be able to manage conflict.

Is a person a leader all of the time? No. Leadership should change as situations change. The best leaders are those who can recognize that they should step down and let someone else lead in different situations.

Activity: Who Am I?

Preparation

Copy the *Who Am I?* cards and cut them apart. You might laminate the cards so they can be used more than once.

Instructions

We are going to play a game called Who Am I? Have any of you ever played the game 20 Questions? This game is similar, but there is no limit on the number of questions each person may ask. I have a stack of cards with the name of a famous person on each card. These people may be political figures, TV personalities, actors/actresses, business men or women, athletes, or fictional characters. I'm going to tape a card to each person's back. Your job is to figure out who your character is by asking questions of the others in the group and narrowing down the possibilities until you can identify your famous person.

1. Tape one card to the back of each person in the group. Young people should not be able to see their own cards. (Be sure to cover up any reflective windows or mirrors in the room to prevent cheating!) Make sure long hair is moved to the side so the card can be seen by the other members of the group.
2. Have everyone mingle and ask questions of each other to try to identify the famous people on their cards.
3. All questions should be phrased so that the answer can be given as a "yes" or "no." For example, ask "Am I a female?". Don't ask "How old am I?".
4. Participants ask only one question to each person until they have circulated through the whole group. If they still have not discovered who their famous character is, have them continue until they figure it out.

Discussion Questions

- Were you successful in figuring out your famous person?
- About how many questions did you have to ask before you solved the mystery?
- What were the most unusual questions asked?
- Do you know of any leadership traits that your famous person or character possesses?

Activity: Who Am I? (Version 2)

Instead of using the *Who Am I?* cards, allow each child to write the name of a famous person on an index card. It should be someone they admire for their leadership skills. Remind them to try to think of people most members of the group will recognize. Take up their index cards and shuffle them. Then follow the instructions on the previous page. Note: Follow the instructions from Version 1 of Who Am I?

Building Leadership

In the blocks below, list characteristics or traits of leadership that you possess. If you come up with more than 10, add more blocks!

*“Leaders must be close enough to relate to others,
but far enough ahead to motivate them.”*
—John C. Maxwell

Who Am I? (page 1)

Barack Obama (U.S. president)	Princess Catherine “Kate” (princess of Cambridge)
The Pope (religious leader)	Martin Luther King (human rights activist)
Robert Bentley (governor of Alabama)	Mother Teresa (missionary to the poor)

Who Am I? (page 2)

Benjamin Franklin (discoverer of electricity)	George Washington (first U.S. president)
Michael Jordan (retired pro basketball player)	Oprah Winfrey (talk show host)
Peyton Manning (NFL quarterback)	Sandra Day O'Connor (first woman to be appointed to the Supreme Court)

Who Am I? (page 3)

Gabby Douglas (gymnast)	Tony Hawk (professional skateboarder)
Abraham Lincoln (former U.S. president)	Jimmy Fallon (comedian)
Kevin Hart (comedian/actor)	Matt Lauer (talk show host)

Who Am I? (page 4)

Thomas Jefferson (writer of U.S Constitution; former U.S. president)	Christopher Columbus (discovered America)
Bill Gates (founder of Microsoft Corporation)	Derek Jeter (pro baseball player)
Mickey Mouse[®] (Walt Disney [®] character)	Carrie Underwood (American Idol [®] winner; country music singer)

Who Am I? (page 5)

Eleanor Roosevelt (former first lady)	Albert Einstein (inventor; mathematical genius)
George Washington Carver (inventor)	Queen Elizabeth (queen of England)
Ryan Seacrest (reality TV host)	Abby Wambach (pro soccer player)

Who Am I? (page 6)

Rosa Parks (human rights activist)	Steve Jobs (former CEO of Apple)
Superman (fictional character)	Helen Keller (teacher who was deaf and blind)
Miranda Lambert (professional singer)	Maya Angelou (poet and author)



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