

WORKING AS A TEAM

Session 5

90 minutes

OBJECTIVE:

Youth will understand why group agreements are important and agree on group rights and responsibilities.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Sticky notes (three or four per participant).
- Create a butcher paper poster of the *Agreement Setting: Rights and Responsibilities Chart* (Master Copy 1.5a).
- Copy the *Agreement Setting: Rights and Responsibilities Chart* (Master Copy 1.5b) before the session: one for each participant.
- Index cards (one per participant).

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Something that I am committed to and why (one sentence).

II. WARM UP: OBJECT OF INTEREST (15 MINUTES)

Pass out an index card to each participant, and ask them to think back to elementary school and “show and tell” activities. Ask them to think of an object that is personally significant to them and then to imagine that they are bringing this object for a “show and tell” in this group. Have youth silently write down what the object is, and why it is important to them. Share out in a circle. Remind youth that they can choose whether or not to share out (they can pass). Debrief: Ask youth what they noticed. Were there patterns in the sorts of things people chose? Any surprises? Point out that we all place importance on different sorts of things and have different priorities. There needs to be safety and respect in order for everyone to best express and share what they care about and think.

Rights and Responsibilities



III. RIGHTS AND RESPONSIBILITIES (35 MINUTES)

Review the meaning of the two words – *Right and Responsibility* – as well as the goals of this section of the agenda: to agree on the rights and responsibilities of everyone in this program or project. Write the definitions in a place where youth can see them.

Step 1: Brainstorm: Pass out three or four sticky notes to each participant.

Ask the group to brainstorm rights they expect to have in this group and write them on separate sticky notes – one right per sticky note. Ask them to place their sticky notes on the butcher paper in the “rights” column.

Step 2: Discuss: Read aloud each right stuck to the butcher paper. Ask the youth which rights go together. After grouping the rights, read each one, and ask the group to raise their hands if they agree that this is a right they should have in the project. If people don’t raise their hands, ask them to say why, discuss, vote again, and repeat for all rights. Are there other rights that should be added? What do youth notice about the groupings? Was there one right that was recurring? Does anyone disagree with anything on the board?

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Step 3: Brainstorm: Repeat the brainstorming process for responsibilities. You may wish to mention here that there will be occasional assignments during the year. When these are not completed, the work of the group in the next session may be impacted.

Step 4: Discuss: Review the responsibilities that are now posted. Ask the group to listen for any responsibilities they think are unfair or should be revised. Ask if anyone would like to remove or revise a responsibility. What do participants need to agree on as individuals in order to meet their responsibilities, and what do others need to do to support each other in meeting their responsibilities? Does anyone disagree with anything on the board?

IV. MAKING AGREEMENTS (10 MINUTES)

Have youth now think about these responsibilities as agreements: "We agree to..." Write the agreement ideas on the board or on butcher paper. Formalize the language of the responsibilities and make sure that everyone can agree. If someone does disagree with one of the responsibilities or rights, ask them to make a case for an alternative, or if they can agree to disagree.

V. DEBRIEF (10 MINUTES)

Sample questions: Have you done this process before? If so, where and when? If not – why do you think this is? What are other areas of your life in which you have rights and responsibilities?

What do rights and responsibilities look like in your home? School? Religious institution? With friends? What works and what doesn't in terms of how these rights and responsibilities are carried out or enforced?

VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): ONE "right" that is most important to me personally (that I wouldn't give up no matter what) ...

WORKING AS A TEAM

Session 7

60 minutes
OBJECTIVE:

Youth will understand different forms of decision making and agree on what form to use in this group or project.

MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Post three pieces of blank butcher paper around the room.
- Review *Forms of Decision Making - Facilitator Example* (Master Copy 1.7a) and create a poster of the *Forms of Decision Making chart* (Master Copy 1.7b) and place it at the front of the room. (Leave the spaces in the chart blank – you will fill them in with youth during the session.)

I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name a decision you made or were part of recently.

II. WARM UP: FOLLOW THE LEADER (10 MINUTES)

Assemble participants into a circle (facing in). Ask for a volunteer to be the "guesser." This person will then step out of the room. Once that person is outside, pick someone in the group to be the leader. Her or his role is to lead the group without the guesser figuring out that he or she is the leader. Have the leader start a motion that everyone else must follow (e.g., clapping

Making Decisions



hands, waving, rubbing belly). Once everyone is doing the motion, ask the guesser to come back in and stand in the middle of the circle, and try to guess who in the group is initiating the motions. The leader must change motions when they think they can do so unobserved. The rest of the group tries to follow as quickly as possible to make it harder to guess who is leading. Once the person in the middle guesses correctly, repeat the process with a new guesser and leader. Debrief: what does this say about leadership? Is it always easy to tell who is leading? Ask youth to think of examples of leaders who led by supporting others and keeping a group focused.

III. DEFINING AND EXPLORING DECISION MAKING (20 MINUTES)

Step 1: Divide the group into three smaller groups and arrange each by a butcher paper. Have each group appoint a note taker and a reporter. Ask youth to recall different times in their lives when they have had to make decisions and the processes they used to make these decisions. Offer scenarios such as:

- Think back to a time recently when you needed to make a decision with your friends (like what to do after school, what movie to see, or where to sit at lunch). How was it decided what you would do?
- Now think about a time in one of your classes when there was a decision about what activity you would do. How was it decided what you would do?


Facilitation Tip:

When explaining each type of decision making it may be helpful to role play: For instance, acting as an autocratic decision maker, you might say, "I, ruler of all of you, declare that you are no longer allowed to wear jeans;" while as a representative, you might say, "After having listened to each of your recommendations for a dress code, I have decided that we will no longer wear jeans."

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Session 7

60 minutes



- When the city needs to decide whether or not to build a new park, how is it decided what will happen?
- What about in your family: Who decides what you eat for dinner or whether or not you go to church?

Step 2: In the full group, explain the general categories of decisions:

- Autocratic: Made by one person
- Representative: Made by one person with input from others
- Democratic: Made by group together, majority rules
- Consensus: Made by group together, all must come to agreement

Discuss the pros and cons of each category, using the *Forms of Decision Making* chart you have prepared. Fill in youth's answers and ideas.

Step 3: Back in their small groups, ask the youth to again discuss the examples they came up with and decide which category best fits with each of their examples. Then ask them to identify the most common forms of decision making they experience and to identify some ways they would change the decision-making structures in their lives.

Step 4: Have a representative share out from each of the groups.

IV. DEBRIEF AND DECIDE: WHAT WORKS FOR THIS GROUP? (15 MINUTES)

Bring the entire group back together, explain the importance of having a procedure for making decisions together, and ask each group's reporter to state which model they think would be best for this group or program and why. Let the group know that others who have used this curriculum have found that democratic processes work best to ensure a fair process where everyone's voice is heard and decisions are made in a timely way. Also, let the group know that there may be some cases when the adults will need to make decisions. For example: The adult leader may decide to plan an activity or retreat that addresses a particular issue or conflict that they notice in the group. Review the procedure that has merited the most support. Be certain to ask if there are any objections, questions, or revisions given their earlier discussions.

V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Share something you noticed in or about the session today.