**Host Site Lesson Plan**

**2015 North Central Region 4-H Volunteer e-Forum**

***“Encouraging the Heart of Leadership”***

* **Thursday, December 3, 7 ET, 6 CT, 5 MT**
* **Tuesday, December 8, 7 CT, 6 MT, 8 ET**





**2015 North Central Region 4-H Volunteer e-Forum Facilitator Host Guide:**

TO: Host Site Facilitator

Welcome to the 2015 North Central Region 4-H Volunteer e-Forum, **“**Find the Heart of 4-H” Thank you for choosing to host this event on behalf of 4-H Volunteers and Extension Staff in your area. We appreciate your time and efforts with helping us make this training opportunity a successful one for all of the participants! This guide provides you with details regarding the **role of the facilitator** in hosting an e-Forum session.

The e-Forum has been designed to bring together volunteers both locally and across the country. Participants should meet in small groups in local sites and will connect to a virtual seminar along with other volunteers across the North Central Region. Virtual seminars will be facilitated by volunteer specialists and other Extension professionals, while local sites will be coordinated by 4-H program staff. At each level, staff will be responsible for leading activities and supporting the learning and development of 4-H volunteers. This facilitator’s guide is meant to help you lead the activities that will happen locally as well as provide instructions in a worse-case scenario where technology fails. While we do not anticipate that happening, it is possible, and we would like local sites to be able to continue in the event that Internet connection is lost.

The 2015 e-Forum will include three (3) sessions. Each session will be offered two (2) times, with starting times adjusted to accommodate the various time zones across the region. You are encouraged to select the date and time that will be the most convenient for your participants. Please note that we encourage you to pre-register your site in order to allow us to more easily communicate with you in the event of any last-minute changes; however, pre-registration is not required to participate. Please refer to the **2015 e-Forum Host Site Facilitator Logistics Guide** for further details regarding registering your site to host the session and for connection details. Here is the schedule for the e-Forum sessions:

**Encouraging the Heart of Leadership**

* + - * Thursday, December 3 (1st Thursday) 7 ET, 6 CT, 5 MT
      * Tuesday, December 8 (2nd Tuesday) 7 CT, 6 MT, 8 ET

The live broadcast for each session is scheduled to last for 90 minutes. We recommend that you begin the on-site session 30 minutes earlier to allow for some introductions and on-site activities.

Thank you for your interest and participation!

Sincerely,

North Central Region 4-H Volunteer Specialists

**Welcome to Session 3 of the North Central Region Volunteer e-Forum!**

The title of this e-Forum session is *“Encouraging the Heart of Leadership”* and includes the following presenters:

* Rebecca Harrington, Extension Educator-Youth Development, University of Minnesota
* Jill Jorgenson, Kewaunee County 4-H Youth Development Educator, University of Wisconsin
* Kandi O’Neil, Associate State 4-H Program Director/Volunteer Specialist, University of Wisconsin
* Brenda Shafer, Program Leader- Youth Development, University of Minnesota

**Session Description:**

Young people do not magically become leaders at age 13. Leadership is nurtured from their first 4-H experience. Listen as young people share stories of how adults encouraged the heart of leadership in them. Volunteers in this session will receive tools to help inspire youth of all ages to discover and develop independence and mastery.

**Learner Objectives:**

At the conclusion of this session, participants will be able to:

1. List different types of leadership roles and opportunities for young people.

2. Identify elements to develop supportive relationships with young people.

3. Identify one or two strategies you will use in the next one to three months to intentionally encourage the heart of leadership with one or more young persons.

**Supply List**

The following supplies will be needed at your host site for this session.

***Host Site Facilitators: Remember to test your equipment and connections prior to the session. See the instructions provided on page 3 of the Host Site Facilitator Logistics Guide.***

**General Supplies:**

* LCD Projector
* Laptop/personal Computer
* Speakers for audio
* Internet connection (wired, high-speed network connection preferred) NOTE: do NOT use Chrome as your browser; Chrome and Adobe Connect do not always work well together.
* Extension cord/power strip
* Separate laptop with Internet connection for participants to complete the online Qualtrics survey at the end of the program (optional)
* Sign in sheet to record attendance
* Name tags
* Writing utensils (pencils or pens)
* Paper for participants to take notes on
* Refreshments (optional)

**Supplies for Session activities:**

* 6 craft sticks per participant
* Assorted fine-point markers (enough for each participant to have at least one)
* 8.5” x 11” blank paper for each participant (1 sheet per person)
* Pens or pencils for optional welcome activity

**Training Handouts:** (please prepare a copy of each handout below for each participant)

* Take It Back!
* Four Essential Elements of Positive Youth Development and Leadership Roles
* Interest Interview Questions
* 4-H Club Organizational Youth Leader Role Description
* Engaging Questions
* Tips for Building Relationships with Youth
* Building a Web of Support
* North Central Salute to Excellence Award Winners
* Optional: print PowerPoint slides as a 6-slides/page handout

**Supplies for Evaluation**

* Internet access
* Extra computers, tablets or other devices ready to connect to Qualtrics survey

**Optional on-site welcome activity** (Complete 15 minutes prior to the start of e-Forum)

**Who’s At Your Table?**

**Materials Needed:** 8.5” x 11” blank paper, pens or pencils

**Directions:**

1. Begin with a brief discussion about how leaders need good role models/mentors. We can grow in various leadership traits by connecting with those who have those traits. Discuss how, just as a company or a large organization has a Board of Directors to help lead and guide it, so too do we all need to surround ourselves with people who can help us on our leadership journey.
2. Provide participants with 8.5” x 11” blank paper. Have them draw a rectangular “table” and draw 8‐10 circles representing chairs around their table. Ask participants to use the diagram to create their own Board or Directors or their table of mentors/role models. These may be people living or dead (or even non‐humans—one young man had his dog at his table because from the dog he learned unconditional love). They may be people the participant knows personally or just looks up to, people in history, etc. Write each person’s name in a chair.

**Reflecting:**

* If time is limited, this exercise is useful just as an individual activity, with a brief follow‐up discussion of why participants might want to keep this somewhere visible to remind them of the support and guidance their table offers. It could also be used as a springboard for journaling.
* Have participants share who’s at their table and why. I also like to talk about how the people at your table can change, depending on where you are at in your life and your leadership journey, and how some people may always be there. You can also talk about whose table YOU might be sitting at, serving as their mentor or role model. Especially with teen groups, I like to talk about how younger youth look up to them and what responsibilities that carries.

Source: Stevenson, A., Piehl, B., Harris, A., & Skelly, C. (2010). *Building Your Programs 20 Minutes at a Time: Reflection and Leadership Activities You Can Use.* Regents of the Univ. of Minnesota, St. Paul, MN.

Developed by Anne Stevenson, Extension Educator, MN 4‐H Youth Development, Univ. of MN Extension

A few minutes before the start time, please help the group find their seats and get ready for the start of the e-forum.

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| --- | --- | --- |
| Slide Number | Presenter Script | Action Needed (note that actions of local host site facilitators will be in **BOLD** and actions of online facilitators will be in *ITALICS)* |
| 1 | Kandi:  Welcome to the 2015 North Central Region 4-H Volunteer e-Forum: Find the Heart of 4-H! |  |
| 2 | Kandi:  Tonight is the third e-Forum session and we will focus on encouraging the heart of leadership in youth. |  |
| 3  3 min | Kandi:  Before we get started, we want to kick off this e-Forum series with a few words from Doug Swanson, our National 4-H Program Leader. | *Online Facilitator – please play streaming audio recording of Doug Swanson, National 4-H Program Leader.* |
| 4  1 min | Kandi:  The North Central Region would like to take a moment to congratulate the 2014 and 2015 Salute to Excellence Regional Award Winners.  Angela Baumer of Ohio, and Jeremy Smith of Indiana received the Volunteer of the Year awards.  Keith Waddelow of Indiana, and Barbara Determan of Iowa received the Outstanding Lifetime Volunteer awards.  Additional information about each of these outstanding volunteers is included on the handout that you’ll receive this evening and is also posted on the Volunteer Specialists Web site. | **Host Site Facilitators, please distribute the “2014 and 2015 North Central Region 4-H Salute to Excellence Award Winners” handout to your participants.** |
| 5  30 sec. | Kandi:  I am pleased to introduce my co-presenters this evening. Each work with volunteers like you throughout their respective states.  From the University of Minnesota, Brenda Shafer, Program Leader, Youth Development and Becky Harrington, Youth Development Extension Educator, and from the University of Wisconsin, Kandi O’Neil, Associate State 4-H Program Director/Volunteer Specialist and Jill Jorgensen, Kewaunee County 4-H Youth Development Educator.  We looked forward to working with you as we focus on Encouraging the Heart of Leadership. |  |
| 6  1 min | Kandi:  Tonight by the end of the session we hope you will be able to:  List different types of leadership roles and opportunities for young people  Also identify elements to develop supportive relationships with young people.  And finally identify one or two strategies you will use in the next one-three months to intentionally encourage the heart of leadership with one or more young people.  One of the strategies I have found helpful in a training is to write down 2-3 ideas that I have learned so after a workshop I can focus on what I use.  To help you capture your learning and “aha” moments and how you might share this training with others, we have a “Take it Back! Handout”.   (CLICK to bring in animation.) I’d encourage you to pull that out now and have that close by throughout the session. | **Host Site Facilitators, please distribute the “Take It Back!” handout to your participants.**  *Online Facilitator – please “CLICK” to bring in the animation.* |
| 7  15 sec. | Kandi:  As we get started, it is important to take a step back and consider some of the leadership roles for young people, especially when they are working in partnership with adults.  As 4-H volunteers, you have the unique opportunity to directly work with young people and help them explore their leadership potential. |  |
| 8  1 min. | Kandi:  This session focuses on the Heart of Leadership. We ask the facilitator in the room to record the results in the polls on the screen.  Now, with a show of hands, answer the question,  “At what ages have you engaged youth in leadership roles?”  5-7  8-10  11-13  14 and older”  As you can see, there are many different ways that youth can be involved in leadership roles during all parts of their life. We are going to spend the next few minutes discussing some different ways that we can encourage youth to build leadership skills at any age.  Let’s see where youth are currently being asked to serve in leadership roles. Tonight we will look at how we can increase those numbers. | **Host Site Facilitator: Encourage participants to raise hands to indicate the age group or groups in which they’ve engaged youth in leadership roles. Track which groupings have responses and report group results in poll.**  *Online Facilitator - Create a poll with this question and response groups; can have multiple responses:*  At what ages have you engaged youth in leadership roles?  5-7  8-10  11-13  14 and older |
| 9  10 min. | Jill:  How many of you can think of a young person who has said that when they started in 4-H they were quiet, did not want to speak up, or volunteer?  Picture this young person in your mind.  Now think about what elements were present for this youth to step-up and volunteer.  Ask yourself, what does the environment need to look and feel like for a youth member to step forward in a leadership role? Some of the elements that may be present include:  Creating a space that feels both emotionally and physically safe (belonging)  Celebrating both strengths and opportunities for growth (mastery)  Caring adults are present (belonging)  There are opportunities for youth to try new roles (independence)  The environment is safe for young people to learn from their experiences and receive positive, critical feedback (mastery and belonging and independence)  And there are opportunities for self-reflection (mastery)  Youth create opportunities for others to try new roles (generosity)  (CLICK to bring in animation of Essential Elements.)  Belonging is a key Essential Element to create a welcoming environment.  This helps to foster the environment for young people to thrive and want to try new opportunities.  You may recognize some of these pieces from previous discussions in other trainings or e-forums about the 4 Essential Elements: belonging, mastery, independence, and generosity.  (5 min. to write down the comments - this is included in the 10)  Using the Handout on the “Four Essential Elements of Positive Youth Development and Leadership Roles”, take a moment to think about the youth you work with in leadership roles. Write down some of your responses to the following questions.  What does belonging look like in youth leadership roles?  *Some examples:**Youth members create a positive and safe environment where all youth feel welcome and can be themselves. Also, they may ask younger members to be on a committee.*  What does generosity look like in youth leadership roles?  *Some examples: Youth leaders ask others to take on leadership roles rather than filling those roles themselves.  They create the opportunity for others to succeed and grow.*  What does mastery look like in youth leadership roles?  *Some examples: Youth leaders are teaching project meetings, chairing committees, facilitating discussions, and there are youth adult partnerships that are taking place. Youth apply what they learn and are actively engaged in discussions.*  What does independence look like in youth leadership roles?  *Some examples: Youth are confident and volunteer to lead and recruit other young people to lead. Members choose what activities and roles they want to take on. Youth are actively engaged in decision making.* | *Online Facilitator – please “CLICK” to bring in the animation of Essential Elements.*  **Host Site Facilitators: distribute “Four Essential Elements of Positive Youth Development and Leadership Roles” handout.**  **Ask participants to record ideas on the handout for each element. Encourage participants to share in the group. Please record some of the ideas that were mentioned in your group in the chat pods. You have about 5 minutes for this.**  *Online Facilitator – please create a layout with four chat pods to all be brought up at same time after the e-Forum facilitator provides instructions to the group.*  *Questions are:*  *What does belonging look like in youth leadership roles?*  *What does generosity look like in youth leadership roles?*  *What does mastery look like in youth leadership roles?*  *What does independence look like in youth leadership roles?*  **Provide a bit of time for participants to write in the chat pods, encouraging them to start wherever they have ideas.** |
| 10  4 min. | Jill:  Let’s hear from Kewaunee County volunteer, Debbie Olson, who has used this model to find the heart of leadership for youth she works with and how she has supported other adults in this process. | (NOTE: Volunteer will present this section.) |
| 11  1 min. | Jill:  After hearing from Debbie and how she has created an environment for youth to lead, think about what roles you have encouraged youth to take. Creating opportunities for youth to lead takes an intentional approach. Your role is critical.  It takes someone like you - who is the caring adult who asks and encourages the young person to try a new opportunity.  We know that many of you have great examples of how you encouraged and supported the youngest to the oldest youth to lead.  Now we want to hear those great examples from each of you.  At your local site - the facilitator is going to take you through an activity where you will identify the different types of roles in which you’ve engaged youth. Kandi will lead us through this activity. |  |
| 12  8 min. | Kandi:  Now at your site we want you to brainstorm leadership roles for the following grade divisions:  K-2nd  3rd - 5th  6th - 8th  9th - 13th  When you return, we would like you to record in the chat pods some of the ideas you generated.  You will have about 5 minutes to talk and two minutes to start typing in your answers.  There will be a timer counting down on the screen.  We look forward to hearing your ideas that you are using. | **Host Site Facilitators: Lead your group in brainstorming possible leadership roles for each of the grade divisions. At the end of the seven minutes, record your group’s responses in the chat pods.** |
| 13 | Timer screen | *Online Facilitator: please start the timer.*  *Create four chat pods with these headers; bring up with five minutes left on the timer:*  Leadership roles for K-2  Leadership roles for 3rd - 5th  Leadership roles for 6th - 8th  Leadership roles for 9th - 13th |
| 14  3 min. | Kandi:  Let’s take a look at the list of leadership examples that have been generated on how youth have been engaged. (Read some of the examples from each grade.)  K-2nd  Serve on a club committee (i.e., community service, recreation, activity  Demonstration  Activity reports  Project reports (such as cloverbuds)  Participate in countywide activities such as a county group drama program  or communication  festival  Mini teachings  3rd – 5th  Serve on a club committee (i.e., community service, recreation, activity  Demonstration  Activity reports  Project reports  Teachings  Club Officer  County Committee Member (probably 5th grade)  Camp activity youth leader  6th – 8th  Serve on Committee - Club and County  Chair Committee  Youth Leader for project  Club Officer  Day Camp counselor  9th- 13th  Chair or co-chair a club or project committee  Chair or co-chair an event  Youth leader for project  Club Officer  Summer  Camp Counselor  Serve on the Leaders Association/Board  One tool that may help you get to know the youth and their abilities better is the handout, “Interest Interview Questions”. An example of this is available from your facilitator. Another resource is a “4-H Club Organizational Youth Leader Role Description” for youth leadership. | **Host Site Facilitators: please distribute the “Interest Interview Questions” and “4-H Club Organizational Youth Leader Role Description” handouts.** |
| 15  3 min. | Brenda:  Think of a non-parent adult who saw something in you and encouraged your heart. They may have encouraged you to take risks, be your authentic self, develop your skills, or pursue your interests.  They were someone who was in a real relationship with you. Do you have that person in mind?  How did you feel when you were with them? What did they do? What were their actions that made you feel that way?  If you feel comfortable, share some of your responses with the group, and facilitators, please put comments in the chat pod. | *Online Facilitator: Create a chat pod with this question:*  *Thinking of a non-parent adult…….How did you feel when you were with them? What did they do? What were their actions that made you feel that way?*  **Host Site Facilitators: Enter responses from your group in the chat pod.** |
| 16  1 min. | Brenda:  The adults you spoke of were Very Important People in your life as a young person. They cared about you, someone else's child. A number of studies have been done on the influence of non-parent adults in the lives of children and adolescents.  These studies, which often use the acronym “VIP” to refer to the very important people that non-parent adults are in the lives of young people, have consistently documented how important it is for youth to have close, warm and affirming relationships with adults beyond their parents.  Furthermore, having close, warm and affirming relationships with non-parent adults appears to set young people on a positive lifetime trajectory of well-being.  Our 4-H Youth Development program relies on VIP adults who genuinely care about young people and intentionally work to be “in relationship” with them. |  |
| 17  1 min. | Brenda:  One recent study showed that these warm and supportive relationships actually promote positive youth development outcomes to a surprisingly great degree. The researcher found that:  When a young person has a number of emotionally close relationships with VIP’s or non-parent adults, he/she has a more hopeful vision for the future. In turn, this leads to a greater sense of confidence, competence, character and caring.  Youth interact with non-parent adults differently than they do with their parents and even their peers. In fact, studies suggest that relationships with VIPs provide a unique niche for adolescents, in which they experience certain aspects of a peer-like relationship in their interaction with non-parent adults while also benefitting from the VIP’s positive adult qualities. |  |
| 18  1:30 min. | * Brenda: * Let’s take a few minutes to look at what adults who are skilled at developing supportive VIP relationships with young people do well. * Research reveals that adults who are skilled relationship builders with young people intentionally take time to get to know each young person as an individual, their interests and needs, to “be in their world”. * They share their own backgrounds & experiences and encourage the youth to share as well. * Demonstrate and model confidence themselves as well as the learning and leadership skills they want to encourage young people to develop. * They treat young people with the same respect as they do other adults. * They are able to Inspire youth by working with them to design activities and experiences that youth themselves are interested in. * Young people know when adults are not authentic with them. Those skilled at building relationships with youth don’t act differently with young people. They are authentic and able to be themselves. |  |
| 19  4 min. | Becky:  As we’ve been exploring, adults have such a very important role in developing leadership in youth. Let’s listen to Debbie Olson again and a 4-H member who are in a mentor relationship with each other. As you’re listening, take note of the ways they connect with each other and think about ways you can connect with a young person in your life. | (NOTE: Volunteer and youth will present.) |
| 20  3 min. | Becky:  What were some ways that the adult volunteer worked with the 4-H member and built a supportive relationship? What did you see present in the relationship? Talk about that for a moment at your site and type responses into the chat pod. | **Host Site Facilitators: Gather responses from participants about their observations from the volunteer/youth interactions and type into chat pod.**  *Online Facilitator: Create a chat pod with this statement: Observations about youth-adult relationship.* |
| 21  4 min. | Brenda:  These kind of supportive “VIP” relationships with non-parent adults don’t just magically happen. We need to be very intentional and plan carefully. I’ll share 9 strategies that research has proven successful. These are also provided in a handout.  **#1 Find things the young person likes and find ways to support these passions and activities.** Examples: Attend sporting events, dance recitals, shooting sports practice, theater productions, music concerts and other activities young people in your club or group are involved with. Ask them to practice their speech demonstration or other presentation on you.  **#2 Notice things he/she does well and encourage the young person to pursue hobbies, interests, or trainings that emphasize and build these skills**. Often young people are not consciously aware of their strengths. But when an adult they respect notices and comments, the effects can be profound.  A conversation with a young person who is interested in art might go something like this:  *“I've noticed that you light up when you talk about drawing and painting and I’ve seen some of your talented work. A local artist is offering a class. I’d be happy to help you sign up and even go with you if you’re interested.“*  **#3 Share some of your own life challenges and lapses in confidence.** We’ve all had them.  Example: “*I remember when I was your age, I was so nervous when I had to get up in front at a 4-H or scout meeting or in a class at school and talk. I’d get almost sick to my stomach at times. It still doesn’t always come easy to me. But each time I do it, I gain confidence and you will too.”*  **#4 Increase youth social capital by connecting them to people and institutions that he/she might not otherwise access.** For example, a young person has a real concern about bicycle safety in his community. You might say *“You have creative ideas around increasing bicycle safety in our community. I think the members of the city council might be interested in learning more about the problem and some possible solutions. What do you think about the two of us and anyone else you’d like to have join us, meet with councilwoman Berg from your ward and talk more about this important issue?”*  **#5 Create opportunities for the young person to feel his/her voice is being heard. All youth want to feel they matter.** Some young people can’t wait to share their thoughts and ideas, while others need more time to think and encouragement to share. Use active listening skills such as eye contact, paraphrasing what you heard, asking for clarification, and use open-ended rather than yes or no questioning techniques to bring out youth. “*I’d really like to* *hear more about what you’re thinking, Emma.”* | **Host Site Facilitators: Encourage participants to write down ideas on the Take It Back! handout.**  **Host Site Facilitators: distribute the “Tips for Building VIP Relationships with Youth”.** |
| 22  2 min. | Brenda:  **#6. Provide opportunities for the young person to make his/her own decisions and then support rather than second guess the decisions made.**  Example: *“I can see you’re wrestling with the decision of whether or not to miss football practice to attend the youth leadership retreat. I see the dilemma. Sometimes I find it helpful to list the pros and cons of each option. I’d be happy to help you do that, but this is your decision and I support whatever you choose. ”*  **#7** **Model caring in your interactions with young people and your community**. Caring is contagious; caring adults help develop caring youth. Model caring in your relationships with young people, adults, and your community.  **Tip #8 Encourage youth to participate in causes that align with their interests.**  For example: *“I hear the therapy horse program is in need of volunteers who are experienced with horses and like working with kids. I’ve watched you work with horses and younger members in our club and feel you would be phenomenal. What do you think?”*  **Tip #9 Help youth find and tap into resources they need so their contribution efforts have a good chance of succeeding.** Young people want to make a difference, but they don’t always know the resources that may be available to them, who to contact, and how to best make their efforts successful.  Back to the bike helmet example. Jake knows all kids don’t own a bike helmet, but isn’t sure what he can do about it. As a supportive non-parent adult in his life, you might say... *“I’ve heard you say that ownership of a safe bike helmet is an issue for many youth. Any ideas on how/where to get helmets free or at a reduced rate? I’d be happy to help you develop a list and make a plan for contacting businesses.”* or If transportation is an issue for the horse loving young person who would be exceptional as a volunteer with the Therapy Horse program, help her problem solve to remove the barrier. | **Encourage participants to write down ideas on the Take It Back! handout.** |
| 23  4 min. | Brenda:  I’m sure many of you can easily come up with examples of ways you have used, or seen others use, a number of these strategies.  In pairs or small groups of three or four, I want you to consider and share strategies you’ve used, noticed others use successfully to develop supportive relationships with young people, and/or plan to use in the future to develop a supportive, warm and encouraging youth/adult relationship with one or more of the young people in your 4-H club or group.  Use your “Take it Back!” handout provided to capture great thoughts, ideas and plans. | **Encourage participants to write down ideas on the Take It Back! handout.** |
| 24  3 min. | Becky:  (Activity source: *Ready to Go: Mentor Training Toolkit*, Michigan State University Extension, 2012.)  The strength of the relationship is important for young people’s development. We’re going to do an activity to show the importance of your connections with youth and to get you thinking about specific ways you can support a young person in your life.  At this time, take one of the craft sticks and with a fine-point marker provided, use the craft stick to represent a 4-H member. Draw a face, hair, clothing, etc. on the stick. Be creative! I’ll give you a minute or so to do this. (Wait 90 seconds; give 30 second warning.)  As you’re finishing up your creation, imagine the craft stick is a 4-H member in your club or group. What assets or strengths might he or she currently possess?  Share your thoughts with your neighbor. | **Host Site Facilitators: Provide each participant with six craft sticks and assorted fine-point markers.** |
| 25  4 min. | Becky:  With the other five craft sticks, write or draw on each craft stick a different way that you can connect with youth to build a supportive relationship with that 4-H member you already drew. Think about what you heard from the previous speakers and the other tips that have been shared.  (Provide three minutes to do this. Give a 30-second warning.) |  |
| 26  1 min. | Becky:  On its own, the one craft stick representing the 4-H member can easily be broken.  Try this: Stack the five craft sticks behind the craft stick representing the 4-H member. Try to break the stack. (Pause) It’s very difficult to break six craft sticks as one unit when there is support by caring adults. And that’s what we want for our 4-H members. When young people feel supported, it opens the doors for them to be successful in leadership roles, no matter the age. |  |
| 27  3 min. | Becky:  We want you to share some of your wisdom. At your sites, share some ideas that you wrote on your craft sticks about building a supportive relationship with a young person.  As you’re sharing ideas, be sure to capture them in the group chat pod. (Provide a few moments for conversation and to allow chat pod responses. Recap some of the responses at the close of 3 minutes.)  What are some of your next steps for “Encouraging the Heart of Leadership” with at least one young person? Record those strategies on the Take It Back! handout. | **Host Site Facilitators: Gather ideas from the group on how they can individually create supportive relationships with a young person. Report in chat pod.**  *Online Facilitator: Create a chat pod with this statement: “Ways I’m going to build a supportive relationship with a 4-H member.”* |
| 28  7 min. | Becky:  We’ve talked about how you can build those connections with individual 4-H members.  So much of what we do in 4-H is with a group of young people. What would your group look like if every 4-H member had a mentor - someone that was regularly connecting with them?  Using the Web of Support handout, let’s spend the next few minutes to plan how we can make sure each 4-H member in our group, club, or program has at least one connection with an adult. And remember, we’re talking about that deeper, relationship-building connection. The handout includes a sample 4-H club of youth and adults and their interests and how they could be matched as an example for you. If you’re the only one from your club participating in tonight’s program, that’s ok! Still think about how this could happen in your club and when you’ll share this back with others. If you have questions while you’re working, be sure to type them into the chat pod.  (After a six minutes, call group back together).  We can hear the virtual buzz that’s been created out there!  As you put your action plans into place, be sure to share them with county staff. | **Host Site Facilitators: distribute the “Building a Web of Support” handout to each participant. If necessary, move participants so they can work on club/program teams.**  *Online Facilitator: Please start a timer with six minutes.* |
| 29  30 sec. | Jill:  As we wrap up tonight’s session on “Encouraging the Heart of Leadership”, we covered a lot tonight - as captured in this word image on the screen.  We discussed the different types of leadership roles and opportunities for young people; we identified elements to develop supportive relationships with young people; and you were provided the chance to identify one or two strategies you’ll use to encourage the heart of leadership in one or more young persons. |  |
| 30  30 sec. | Jill:  This is the third and final e-Forum topic in this year’s series. All of the e-Forum sessions can be found at the site listed on the screen. We encourage you to access tonight’s PowerPoint file and additional resources presented in this and all other e-Forum sessions, please visit the North Central Region Volunteer e-Forum 2015 Web site: <http://fyi.uwex.edu/ncrvd/4-h-volunteer-e-forum/> |  |
| 31  1 min. | Jill:  We welcome your feedback from tonight’s e-Forum session. We have a short, confidential survey posted at the website listed on the screen. Your input will help us improve the quality and also content of future volunteer training opportunities. You can complete these tonight, using a laptop, smart phone, tablet … (location in the meeting room).  Or, you can complete the survey at home by going to this web address: <http://tinyurl.com/2015-NCRVeF-Belong> | **Host Site Facilitators: Provide participants with access to the survey by having a laptop or tablet in the meeting space at the end of the session. Be sure to place the device(s) in a private location so participants feel comfortable and free to answer questions confidentially.** |
| 32  15 sec. | Jill:  Thank you for joining us this evening! |  |