Putting the Fun Back into Club Meetings

**We can do fun activities that still teach and keep**

**youth involved in club meetings**

**Edgar Dale’s Cone of Learning**

5%-15% Verbal or Written

10%-20% Visual

40%-50% Visual and Verbal

60%- 70% Discussion

90% of what you experience

**Different Types of Recreation**

1. Mixers- Starters, creating a welcoming environment
	1. Get to know your 4-H Club members
		1. M & M Madness
		2. Inquiring Minds
		3. Would You Rather
		4. Group Juggle
		5. I Love This Game
2. Activities
	1. Brain Teasers
		1. Crossed/Uncrossed
	2. Get the group moving again
		1. Simon Says
3. Socialize and Teambuilding
	1. A big part of your program
		1. Tower Building
		2. Raccoon Circle Activities
		3. Add a Word
		4. Risk
		5. Line and Circle Dances Presenter
		6. Magic Carpet

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**Discussion**

The key part of moving a game from an activity into a learning experience is the discussion after the activity.

Utilize the experiential learning model and complete the circle of how do I apply what I just did in a 4-H club meeting to my life.



**Suggested Sequence for Procession**

There needs to be a sequence in procession just as there needs to be a sequence within the activities chosen to accomplish the goals of the group. This concept is based on three questions: “What”, “So What?”, and “Now What”.

* **What**- what happened during the activity
* **So What**- what could have gone better or different? How would you do it now since you have been through the activity?
* **Now What**- how to act on the experience by choosing the best alternative and reapplying them to other situations. How do I apply this to my life?

**Sample Questions**

Communicating Effectively

1. Can anyone give an example of when you thought you communicated effectively with someone else in the group?

2. How did you know that what you communicated was understood?

3. How many different ways were used to communicate messages?

Expressing Appropriate Feelings

1. Can you name a feeling you had at any point while you were completing the activity?

2. Is that a common feeling in your life?

3. Did you express that feeling to others?

Cooperating

1. Can you think of a specific example of when the group cooperated in completing the activity? Explain.

2. How did it feel to cooperate?

3. How did you learn to cooperate?**Mixers**-

**A Welcoming Environment**

Think about your club’s environment if you were brand new to 4-H. Do you have someone greeting people at the door as they arrive? Are there name tags so the youth can learn each other's names? Appendix A is an activity you can use in your local club to create a friendly environment.

**Inquiring Minds: Communication, Self-esteem -** Have each person write one open-ended question on a piece of paper. Have participants find a partner and have them ask each other the question on their piece of paper. The person answering must talk for at least 15 seconds. After both people have asked and answered each other's question, exchange papers. Each person will now have the other person’s question in their hand. Have them find new partners and repeat the process. They continue to find new people to ask questions of until time is called. Source: Tom Jackson

**M & M Madness: Group Decision Making, Peer Pressure -** Fill a jar with M&M Candies. Count them as you put them in. Give each person a piece of paper and have them make a guess as to how many pieces of candy are in the jar. They should write this guess down on the piece of paper. Now have them join with a partner and make a combined guess. They must agree on the guess. Now have the partners combine with another set of partners and make a combined guess. Keep combining groups until you have only one group. After the last group guess, have them make one final estimate all by themselves. They can use the original guess they made or make a new estimate based on any information they heard during the activity. When finished, have them see which guess was the lowest. Discuss how they were influenced by others. Source: Tom Jackson

**Would You Rather**- This is an activity that helps youth identify with commonalities of the members. The more likely they recognize the commonalities rather than the differences between each other, the more likely they are to include others in their group. Ask the group to stand on one side of a line or the other based on their choices. See Appendix B for example statements.

**Group Juggle-** Fun way to start working together. It can be used to learn names and develop a sense of group interconnectedness. Standing in a circle, toss a ball - it keeps going with people saying each other's names; more balls are introduced & it gets crazy. When you are ready to pass the ball, say, “My name is (Your name) and I’m passing it to (Name of person).

Have the team form a standing circle. Explain that the group will juggle a ball around the circle with these rules:

* Always throw the ball underhand
* Must throw it to someone that has not caught it yet.
* Must throw it to someone that is not directly next to you.
* Last person throws it back to the first person.

Once the ball has gone around once, ask them to repeat the same pattern, throwing to the exact same person from the first time.

**I Love This Game-** It is an updated reversion of hot potato. Stand in a circle of about 10 people in each group. Pass a ball or foam disc around the circle. When the music stops, the person holding the ball must first circle their head with the object before passing the ball on. If they get caught another time then they get to do two movements before passing the ball and so on. It progresses like so: the first step is around the head, then around the waist, around the legs, then yell, “I love this game!”

**Activities**

**Crossed and Uncrossed-**This is a good exercise for developing observation and lateral thinking.
You will need sticks or a pair of safety scissors. You will also need to have someone else in the room that knows what is going on. The ‘cross’ is passed around a circle of participants. The person passing the cross says, ‘I pass this crossed’ or ‘I pass this uncrossed.’ Each time it is passed, the other group members give a ‘thumbs up’ or a ‘thumbs down’ depending on whether they agree with the statement. The facilitator then agrees or disagrees with the statement without making any additional comment. The exercise continues until nearly all the groups are correctly saying ‘crossed’ or ‘uncrossed’.
The secret of this exercise is that ‘crossed’ or ‘uncrossed’ refers to the passer's legs.

**Simon Says-** One person is chosen to be "Simon" the others stand in a straight line. Simon then calls out an action for the children to follow. It can be anything like.... touch your toes; jump 10 times on 1 foot...... Simon, when giving an action, can simply state the action by itself..."touch your ears", and whoever does it is out and has to sit down. Or the Simon can say, "Simon says, touch your ears", and then everyone must follow the instruction. You can vary the actions according to the age group of children you are playing with. The last person who is standing can then be "Simon"!

**Socializers and Team Building Activities**

**Tower Building-** This activity is good for youth to work together for a common goal: to create the Biggest, Tallest Tower. See Appendix C for lesson plan. This activity came from Ohio State Extension.

Authors - Jan Luce, 4-H Program Assistant, Coshocton County

- Sarah Jane Lindsey, Extension Agent, 4-H Youth Development, Coshocton County

**Raccoon Circle-** On the website [www.teamworkandteamplay.com](http://www.teamworkandteamplay.com), there is a section where you can download resources. You can download some raccoon circle activities. A raccoon circle is a rope that can serve multiple purposes. You can use them as boundaries, make a circle with them, etc. There are many books that have activities. I personally use the bus for inclusion activity or knot or not a knot for consensus building activities with the youth.

**Add a Word-** When there is a problem to solve or a discussion about a topic, the more people that provide input, the better the outcome. Appendix D is a lesson plan explaining the steps of “Add a Word”. This activity is from Tom Jackson. He has written many books on activities that teach. His website is [www.activelearning.com](http://www.activelearning.com). Some of his activities you can download.

**Risk-** This activity is a good way to show you that risk behavior can affect your life. See Appendix E for lesson plan.

**Line and Circle Dancing**- A line dance is a formation [dance](http://en.wikipedia.org/wiki/Dance) in which a [group](http://en.wikipedia.org/wiki/Group_dance) of people dance in one or more lines executing the same movements. There are many different line and circle dances you can do at your local club meetings. Kids love to try out new dances.

**Magic Carpet-** To help the participants with team building, decision making, and problem solving. Magic Carpet can be taken up a notch by not allowing some of the participants to talk, if they are dominating the conversation during the activity. See Appendix F for lesson plan.

Appendix A

***Welcoming Environment***

**Welcoming Envelope Activity Instructions**

Envelopes with instructions inside can be used as a welcoming activity or as meeting breaks. You can vary the contents of the envelopes to relate to your topic and audience.

Open Immediately

Envelope #1

You have 3 stickers in your envelope. Welcome 3 people to this session (meeting) by placing a sticker on their nametags and introducing yourself to them. (Look for people you don’t know.) Share the best thing that has happened to you today. Our goal is that all session participants are welcomed by at least one other person.

(After you complete Envelope #1, proceed to Envelope #2)

Envelope #2

Find the “Who Are We?” graffiti posters around the room. Add your comments to the posters, so that we get a good picture of who we are.

 Poster question examples for “Who Are We?” graffiti posters:

* My first job was . . .
* I was born in . . .
* One of my hobbies is . . .
* I feel welcome when . . .
* I just want to say . . .
* My favorite food is . . .
* My favorite 4-H project is . . .

Do Not Open Yet

Envelope #3

Work as a team with someone from another club. Write down at least one idea for a welcoming activity that 4-H clubs can do at their first meeting of the year.

Developed by Carolyn Wilson, Extension Educator, 4-H Youth Development, Ohio State University Extension, Guernsey County, 2005

Appendix B

Would You Rather?

1. Be a famous athlete **OR** a famous musician

2. Have the power to fly **OR** the power to disappear

3. Walk the stairs to the top of the Willis (Sears) Tower in Chicago carrying a 40 pound backpack **OR**

with a large pebble in your shoe

4. Eat a handful of dirt **OR** a handful of dryer lint

5. Be a psychic that can sense people’s dislikes **OR** sense people’s fears

6. Be rich **OR** be famous

7. Drink Coke **OR** Pepsi

8. Watch TV **OR** read a book

9. Be the President of the United States **OR** the richest person in the world

10. Spend your life in a room with no windows **OR** in a glass room where everyone could watch your every move

11. Eat a whole raw onion in 60 seconds **OR** eat a cup of ground cinnamon

12. Live in Los Angeles **OR** New York City

13. Eat at a Mexican Restaurant **OR** a Chinese Restaurant

14. Spend a day on the beach **OR** a day in the mountains

15. Hang wallpaper **OR** scrub floors

16. Wake up by alarm **OR** to music

17. Travel with a circus **OR** a professional sports team

18. Live in the city **OR** the country

19. Be a movie star **OR** a famous author

20. Wake up early **OR** sleep in late

Appendix C

##### “The Biggest, Highest Tower”

**Focus:** Engagement in Learning activity for youth or adult groups

**Audience:** Extension Staff, Adult Leaders, or Teen Leaders

**Objectives:** - To experience one of the “Eight Key Elements” of engagement in learning by

 building a tower as a team.

 - Discuss the Experiential Learning Model that encourages participants to:

 1) Experience an activity, 2) Share the results and reactions, 3) Process by

 discussing the activity and process, 4) Generalize to connect the experience

 to real-world examples, and 5) Apply what was learned to similar situations in

 the person’s life.

**Materials:** - “The Biggest, Highest Tower” Lesson Plan with group processing questions.

 - Instructions for Groups A, B, C, and D.

 - Four boxes with possible contents of:

 cotton balls straws small cups tooth picks

 index cards bowls paper clips scotch tape plastic forks paper paper plates construction paper

 plastic knives markers (group C only)

 heavy building blocks (group D only)

Hershey kisses (all groups but one)

Use your imagination for additional tower building items!

**Setting:** Tower building activity can be in a classroom or outdoors…just so there is a flat

 surface on which to build the towers and no wind. There needs to be enough room

 for four groups to work independently. The most effective group size is about

 five people in each of the four groups.

**Time:** 30 minutes to one hour is needed to conduct the tower building and for processing

 the activity.

**Facilitator Tips:** - Separate the teams as much as possible.

 - Notice that the first five instructions for groups A, B, and C are the same,

 but see the difference in the instructions for group D.

 - Groups A, B, and C will have poor building materials, while group D will

 have very good building materials (wooden blocks or whatever they see

 in the room that the group requests.)

 - One box should have no candy, another box should not have enough

candy for everyone in the group, and the last two boxes should have

 plenty of candy for everyone in the group.

**LESSON**

**Before the Lesson**:

This activity follows the experiential learning model that encourages participants to 1) **Experience** or

perform an activity; 2) **Share** the results, reactions, and observations; 3**) Process** by discussing and

looking at the experience and reflecting on what’s important; 4**) Generalize** to connect the experience to

real-world examples; and 5) **Apply** what was learned to similar or different situations in the person’s life.

**Preparation:**

1. Review lesson plan, processing questions, and handouts.

2. Prepare four boxes with building materials and mark them as A, B, C, and D.

3. Put group instructions in each box.

4. Make copies of handouts, “4-H Project Experience” and “Experiential Learning Model”.

**Learning Session**

- Divide the participants into four groups or teams.

- Each team is given a **closed** box with building materials inside (see list of possible contents).

 Instructions are enclosed in each box. (See attached.)

- Begin by having each group choose a team leader.

- Instruct the groups that all members have to participate.

**-** Before allowing the teams to open the box, go over the first four instructions and then say

something like “Well folks, the instructions are in the box…read them together before

beginning”. This way the groups will think the instructions are the same for everyone.

- Float between the groups to observe their progress. When reaching group D, ask them

 if there is anything they need such as more candy, building materials, or suggestions

 (suggest using the box for a base).

- When four minutes is up, call time, but turn to group D and tell them to continue if

 they need more time to finish.

- As complaints are voiced about fairness, shrug it off and show no concern.

- Following the completion of the tower by group D, process and discuss the activity

using the provided questions for sharing, processing, generalizing, and applying.

**Reflection Talking It Out/Processing**

 Experience - “The Biggest, Highest Tower”

 Share - “What happened in the activity?”

- What was the result?

- How did you feel about successfully or unsuccessfully completing the challenge?

- Was the time limit a factor in the group’s success?

Process - “What was important in the activity?”

- Did you have a plan at the beginning?

- Did anyone contribute more than the rest of the group? Why?

- Who had the best ideas? Did the group listen to this person?

 Generalize - “So What?” - Generalize the experience to the real world.

- How does this activity relate to other tasks you are assigned?

- What did you learn about teamwork?

- How important is communication in team activities?

# Apply - “Now What?” – Practice

- How can you apply the new information learned through this process to other activities where you work in a group?

 Cite examples.

- Does this new information relate to a “life skill” that will be used in a family or work setting?

**Putting It Into Practice**

Explain the Experiential Learning Model which encourages leaders to teach the process of learning as

 1) Experiencing or performing an activity; 2) Sharing the results, reactions, and observations; 3)
 Processing the learning by looking at the experience and reflecting on what’s important; 4) Generalizing

 to connect the experience to real-world situations; and 5) Applying what was learned to situations in a

 person’s life.

Provide concrete examples of ways to apply this element to working with youth.

 Examples

 - Lead “The Biggest, Highest Tower” activity at a camp counselor training. Help Counselors understand that campers arrive at camp with many different backgrounds, skills, and attitudes. Counselors are responsible for engaging campers in learning by using the steps of doing an activity such as creeking, sharing the reactions, processing the learning, generalizing to the real world, and applying to the camper’s lives.

- Conduct a 4-H club’s first meeting of the year and then follow the five steps of the Experiential Learning Model to discuss what happened at the meeting, what was the process, and was it successful. Generalize the importance of running a business meeting to the real world and how members will use parliamentary procedure skills in other parts of their lives. Help members of the club understand that all learning follows these five steps of the Experiential Learning Model.

**Linking to Other Resources**

 - LASER D.I.S.C., Ohio, 4-H Salute to Excellence

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**Peer Reviewed by** - V-8 Task Force

**References**

* Horton, Robert L. & Hutchinson, Suzanne, Nurturing Scientific Literacy Among Youth Through

Experientially Based Curriculum Materials, Ohio State University Extension, pp. 1-29.

* Pfeiffer, W., & Jones, J. (1985). Reference guide to handbook and annuals. San Diego, CA;

University Associates.

* Williamson, J. (1995). Designing experiential curricula. In R. Draft & Kielsmeir (Eds) Experiential

Learning in schools and higher education (pp. 39-44). Dubuque, IA: Kendall Hunt.

## Handout Attached

* Instructions for Group A, B, C, and D

### GROUP A INSTRUCTIONS

* You must work as a team.
* You are to build the highest tower you can.
* You are to build the biggest tower you can.
* You cannot talk to another group at any time.
* You have four minutes to complete this project.
* Everything you find in this box MUST be used.
* You can eat the candy you find in the box.

#### GROUP B INSTRUCTIONS

* You must work as a team.
* You are to build the highest tower you can.
* You are to build the biggest tower you can.
* You cannot talk to another group at any time.
* You have four minutes to complete this project.
* You can use whatever you want in the box.
* You can eat the candy in the box.

#### GROUP C INSTRUCTIONS

* You must work as a team.
* You are to build the highest tower you can.
* You build the biggest tower you can.
* You cannot talk to another group at any time.
* You have four minutes to complete this project.
* You can use whatever you find in the box.
* You must color your tower.
* You can eat the candy in the box.

#### GROUP D INSTRUCTIONS

* You must work as a team.
* You are to build the highest tower you can.
* You are to build the biggest tower you can.
* You cannot talk to another group at any time.
* You have eight minutes to complete this project, however you may have more time if needed.

* You can use whatever you find in the box, but if you need something else, then just ask and we will try to find it for you.
* You can eat the candy in the box.

**Appendix D**

**ADD A WORD**

from Tom Jackson www.activelearning.com

TOPIC AREAS: Diversity, Working Together

CONCEPT: When there is a problem to solve or a discussion about a topic, the more people that provide input, the better the outcome. People bring a wide variety of experiences to any given situation. These experiences can help to see things in a different light or to provide a different viewpoint. If everyone works alone with only their own experiences to draw upon, then they have a very narrow reservoir of knowledge. Even if they work with others who have had the same kinds of experiences and backgrounds that they have, the pool of knowledge is still somewhat limited.

METHOD: Classroom activity

TIME NEEDED: 15 minutes and discussion time

MATERIALS NEEDED:

One piece of paper and a pen or pencil for each team of three

A watch with a second hand

ACTIVITY: Divide your group into teams of four. Give each team a piece of paper and a pencil or a pen. Explain that the object of this activity is for each team to create the longest sentence that they can. You will give them the first few words to the sentence. Each person will then take turns adding one word at a time to the sentence. The sentence must make sense and it must come to a logical ending. The paper and pencil must be passed from person to person as they add their word. They may not talk at all during this part of the activity. They will have sixty seconds to complete their sentence. Call out the time so they will know how long they still have to write.

After you have called time, have each group count up the number of words that they used including the words that you gave them to start with. Have them write this number to the side of their sentence. Have each group tell how many words they used. Ask for volunteers to read their sentences aloud. Repeat this process three or four times. Here are some of the sentence starters that I have used.

* The cow jumped...
* A worm crawled...
* A loud crash...
* People who are...
* The next time...
* A woman screamed...
* One dark night...

After you have completed three or four rounds, change the rules. This time the paper and pencil must still be passed from one person to another, and each person may still only add one word at a time, but the group may talk among themselves to make suggestions on what the sentence will say. Once again, only give them sixty seconds to create their sentence. Call out the elapsed time for them to hear. When time has ended, have them read their sentence aloud and tell how many words they used. Repeat this twice. You should notice an increase in the number of words that they were able to write when you compare the very first try where they couldn’t talk with the very last try where they could talk.

DISCUSSION IDEAS:

* How well did your team do when you couldn't talk?
* How easy was it to figure out which word to use next?
* How much pressure did you feel when it was your turn? Explain.
* How did the activity change for you when the group could talk?
* Was your team able to create longer sentences when they could talk? Why or why not?
* How much pressure did you feel when the group could make suggestions? Explain.
* When you have a problem to solve, how much help is it to have someone else give you suggestions?
* Will a greater number of people always make it easier to solve a problem? Why or why not?
* How can people with different backgrounds than yours help you solve a problem?
* Why would it be important for people of different backgrounds to work together on problem solving?
* What could someone from a different culture provide that you couldn't?
* How do different viewpoints help solve problems?

Appendix E

**RISK**

**Topic Areas: Decision making, Risk-taking behavior**

**Materials Needed: One Piece of paper and pen or pencil for each person**

 **Two Coins**

**Activity:** Have each participant draw four columns on their paper. At the top of each column have them put one letter until they spell the word "risk". Here is the challenge. Have all of the students stand up. You are going to flip two quarters, one at a time. The students are going to try and guess whether the results will be both coins ending up heads, both coins ending up tails, or one coin being heads and one coin being tails. They will indicate their choices in the following manner. If they think both coins will come up heads, then they are to place both hands on their head. If they think both coins will come up tails, then they are to place both hands on their hips. If they think that one coin will be heads and one coin will be tails, then they are to place one hand on their head and one hand on their hip. Flip the coins. If they got it right, then they are awarded one hundred points. They will write those points down under the first column which has the letter "R" of the word "risk". If they got it wrong, then they must sit down. Those left standing have a choice to make, they can either stop with the points that they have, or they may stay standing and go again. If they are right on the second round, they get two hundred points, but if they are wrong, they lose all of their points. Do all four letters with three rounds under each letter. You will add one hundred points for each round. So round three will be worth three hundred points. But once again, if they are wrong, they lose all the points they have accumulated under that letter.

**Discussion Ideas: RISK**

**“What” Questions**

* What was your score?
* How did your score compare to the rest of the class?
* How did you decide which guesses to make?
* How did you determine when to stop and when to try it again?

**“So What” Questions**

* Did you have any control over whether the coins would be heads or tails?
* How much control did you have over whether you stopped or continued?
* Is life just luck?
* How much control do we have over exactly what happens in our lives?
* What areas in our lives do we control by the decisions we make?
* How are our actions affected by the decisions we make?
* How can our decisions get us into trouble?
* How can our decisions keep us out of trouble?

**“Now What” Questions**

* How can we keep from becoming involved in risky behavior?
* How do our actions reflect the decisions we make?

**Presented by Tom Jackson, M.Ed., Director of the Active Learning Foundation**Appendix F

 **Magic Carpet**

**Goal**

To help the participants with decision making; accepting diversity; and problem solving.

**Time**

15-20 minutes

**Materials**

* One tarp for every 10-15 participants
* Duct Tape
* Marker for each participant

**Procedure**

* 1. Lay the tarp on the ground and have the participants stand around the edge.
	2. Give each person a piece of duct tape and marker. Have them list five things that help them value others' differences (both personally and in the work environment) on the tape. Ask each person to share what they wrote and place the tape on the tarp.
	3. Flip the tarp over.
	4. Give each person another piece of duct tape. Have them list five things that make them stereotype, discount, ridicule, and display hate toward other’s differences (both personally and in the work environment) on the tape. Ask each person to share what they wrote and place the tape on the tarp.
	5. Have the participants all step onto the tarp (negative comments should be facing up). The group’s task is to flip the trap completely over without anyone stepping off the tarp. This exercise is particularly interesting if two groups are doing it at the same time and one group finishes before the other. Will they offer assistance to each other? Or will they work together to accomplish the task? Do not give them any information about working together, but do not tell them they cannot. One simple solution is to move as many members to one tarp as possible, flip the other tarp over and then move the members to that tarp, so the other one can be flipped over, then return members to their original tarp.

**Discussion**

* How did your group effort allow you to turn a negative into a positive?
* Did anyone assume the leadership role?
* How did you come to a group decision? And were you satisfied with the way decisions were made?
* Was there added pressure to flip the carpet over with the negativity toward differences staring up at your group?
* What personal issues arose while on the carpet?
* What did you learn about yourself or others?
* How will this activity help you in the future?

Reference: “Team Challenge”; Tony Miller & Mike Bredhold; Hoosier Recreation Workshop; 2006

**Appendix G**

**Activities Resources**

**Activities That Teach Life Skills** by Tom Jackson, www.activelearning.org

**Games to Educate and Motivate by** Mr. Happy

 [www.gethappy13.com](http://www.gethappy13.com) 407-296-2058 gethappy13@aol.com

**The Book of Raccoon Circles** by Dr. Jim Cain and Dr. Tom Smith 2002.

Google “Raccoon Circles” there is a free pdf document of raccoon circle activities

**Teamwork & Teamplay** by Jim Cain and Barry Jolliff 1998.

<http://www.teamworkandteamplay.com/resources.html> has all kinds of activities such as lycra tubes, marble tube, magic carpet

**Team-building Activities For Every Group** by Alanna Jones 1999.

**Parachute Games** by Todd Strong and Dale LeFevre 1996

**Gold Mine of Games and Goodies for 4-H Clubs** by Area IX Extension Educators, Purdue Extension

**Cowtails and Cobras** by Karl Rohnke A guild to games, initiatives, rope courses, and adventure curriculum

**Silver Bullets** by Karl Rohnke A guide to initiative problems, adventure games and trust activities.

**Boredom Busters** by Cindy Hansen 84 quick activities to wake up a youth group

**The Bottomless Bag** by Karl Rohnke

 **50 Ways to Use Your Noodle**: Load of land games with foam noodle toys by Chris Cavert and Sam Sikes

**Activity Websites**

Adventure Hardware <http://www.adventurehardware.com/>

Teamwork and Teamplay <http://www.teamworkandteamplay.com/>

 You can download a sample from the Raccoon Circle Book at this site

Teambuilding, Inc <http://www.teambuildinginc.com/>

The Ultimate Camp Resource <http://www.ultimatecampresource.com>

 Camp songs, skits, campfire stories, camp staff resources etc.

Group Activities and supplies <http://www.wilderdom.com/games/>

American Camp Association <http://www.acacamps.org/staff/team/>

Buckeye Leadership workshop <http://www.buckeyeleadership.com>

**Educational Material Websites**

Ag in the Classroom <http://www.agclassroom.org/index.htm>

 Illinois Ag in the Classroom

 <http://www.agintheclassroom.org/060605/aitchome.html>

 Iowa 4-H Afterschool lesson plans

 <http://www.extension.iastate.edu/4h/Afterschool/AfterSchoolLP.htm>

 Illinois 4-H Promotions <http://www.4-h.uiuc.edu/staff/promotion.html>

 Wisconsin 4-H lesson plans <http://www.uwex.edu/ces/4h/clubs/meetings.cfm>

Colorado lesson plans <http://www.colorado4h.org/k12/index.shtml>

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