DELEGATE EXAM

1. When I make decisions:
	1. I do it quickly and go with the first impressions.
	2. I think about it, consider the options and then decide.
	3. I listen to my feelings and consider how my decisions will affect others.
	4. I take it seriously and always try to make the right decision.
2. The best way for others to show me they care about me is to:
	1. Do fun things with me.
	2. Give me space to be myself.
	3. Spend time with me doing whatever.
	4. Do what I want to do; not let me down or go back on their word.
3. When I’m with my friends, I like to provide:
	1. The excitement; the fun; the jokes.
	2. Questions; answers; a logical way of looking at things
	3. Concern for others; a lot of caring
	4. The planning; a sense of security; a good standard
4. I like to:
	1. Act on a moment’s notice; do risky things.
	2. Provide answers or give thought to people’s questions.
	3. Help maintain a sense of harmony and togetherness.
	4. Be responsible, dependable, and helpful to others.
5. One thing I am really good at is:
	1. Acting courageously.
	2. Thinking.
	3. Being sensitive.
	4. Organizing.
6. Friends who know me best would say that I am:
	1. Competitive.
	2. Reserved, thoughtful.
	3. Emotional, friendly.
	4. Neat, prepared.
7. My basic approach to life is:
	1. To take one day at a time and have fun.
	2. To figure out what life is all about.
	3. To help others and be happy and succeed.
	4. To plan for the future and make it as good as possible.
8. When I am feeling discouraged or “down in the dumps”:
	1. I often become rude, mad, or sometimes even mean.
	2. I withdraw, don’t talk very much, and try to think my way out of the problem.
	3. I feel emotional, am sad, and usually like to talk it over with someone close to me.
	4. I try to figure out what’s causing the problem and fix it.
9. I feel good about myself when:
	1. I can do things that are difficult.
	2. I can solve problems or figure things out.
	3. I can help other people.
	4. I am appreciated or rewarded for things I do.
10. Teachers at school who saw me when I wasn’t on my best behavior might describe me as:
	1. Rowdy or a little wild.
	2. Arrogant.
	3. Talkative.
	4. Someone who wants things my way; dominant; worrying.
11. Teachers at school (who like me and in whose class I do pretty well) would probably describe me as:
	1. Charming, a natural leader, clever, someone who is fun to have around.
	2. Thoughtful, someone who has good answers, someone who likes to figure out problems.
	3. Nice, friendly, someone who gets along with other students and is helpful to the teacher and others.
	4. Neat, organized, prepared, someone who does assignments and is a good student.
12. In my life this describes me:
	1. Risk taker
	2. Visionary
	3. Peacemaker
	4. Detail oriented
13. My friends would describe me as:
	1. Rule breaker and fun
	2. Smart and introverted
	3. Super nice, but emotional
	4. Opinionated, but accountable

Count the number of each answer you have selected.

A=\_\_\_\_\_\_\_\_\_ B=\_\_\_\_\_\_\_\_ C=\_\_\_\_\_\_\_\_\_ D=\_\_\_\_\_\_\_\_\_

After finishing this step, wait for leaders to tell you more directions.

First Color: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Second Color: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INSTRUCTOR PAGE**

**OBJECTIVE OF ACTIVITIES:**

* Learn about themselves and how their color affects their decision making.
* Understand the differences other colors have and be able to think and reason like another color.

**START OF SESSION**

* After taking the test and tallying the results in the following A,B,C,D; each color each letter represents a different color personality and then we can present the following information and slides to the delegates.
	+ A-Orange
	+ B-Green
	+ C-Blue
	+ D-Gold
* If there is a tie in their letters, present the basic information and allow them to pick which color they would prefer to represent.

**Activity 1**

* **Thinking from your color!**
* Use your years of working with your color to *describe what you believe your color entails*. VISUAL REPRESENTATION
* Use the following items: Large post-it notes, markers
* Example:



**Ping Pong Activity**

* Give every delegate a white ping pong ball and colored sharpies.
* Write the following items on the ball in the color that you are
	+ Name
	+ State Park group
	+ County
	+ Decorate with whatever design you would like
* Place balls into a large tote or container that will be used later in the week for an activity.
* Representation of the ping pong balls: Every person on the planet has a different way of looking and accessing the world, but everyone ends up in similar situations and working together to survive. This should be a welcoming place here at SJLC and we want everyone to know that your ideas and way of thinking are valid and not everyone will be the same, but we should treat everyone with the same respect.
* BALLS DURING CLOSING CEREMONY! All delegates will be brought together and all the balls will be dumped out and every delegate will be told to grab a ball and return it to the person it belongs to.
	+ The person you return the ball to, you should tell your favorite part of the conference.
	+ Then recognize the importance of knowing and having and building a network and having connections.
* Materials
	+ [https://www.amazon.com/dp/B09VXTRT1C/ref=syn\_sd\_onsite\_desktop\_0?ie=UTF8&pd\_rd\_plhdr=t&th=1](https://www.amazon.com/dp/B09VXTRT1C/ref%3Dsyn_sd_onsite_desktop_0?ie=UTF8&pd_rd_plhdr=t&th=1)

**Activity 2**

* Thinking through the lens of another color!
* How would \_\_\_\_\_\_\_ color make decisions of this situation:
	+ Situation describe here
* Use the following paper given to you.

OTHER INFORMATION AND LINKS:

* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://www.hancockcollege.edu/careers/docs/PersonalityAssessment.pdf>
* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://www.creighton.edu/fileadmin/user/njslc/docs/True_Colors.pdf>
* <https://my-personality-test.com/true-colours>
* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://www.girlscoutsatl.org/content/dam/girlscouts-girlscoutsatl/documents/GS-from-Home-True-Colors-Quiz.pdf>
* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<http://bonnernetwork.pbworks.com/w/file/fetch/70546645/BonCur.TrueColors.pdf>
* <https://schoolwires.henry.k12.ga.us/cms/lib/GA01000549/Centricity/Domain/10851/2.%20True%20Colors%20PowerPoint.ppt>
* Slides Theme Ideas
	+ <https://slidesgo.com/theme/comic-style#search-Colorful&position-18&results-2006>
	+ <https://slidesgo.com/theme/science-subject-for-pre-k-identify-basic-colors-and-explore-color-mixing>
	+ <https://slidesgo.com/theme/pastel-colors-healthcare-center>
* Pictures of examples
* Scenario Examples for personal color and switched color

***Activity 2-Brainstorming Choose Your Own Story***

THINKING OUTSIDE OF YOUR COLOR

You are in school, and you are assigned a group project.

1. Would you prefer to be the leader or let another take charge? \_\_\_\_\_\_\_\_ (Go to 2)
2. What’s the first thing that you address with the group?
	1. Will you create a well-organized plan of action? (go to 3)
	2. Gather ideas from the group so that everyone is heard? (go to 4)
	3. Get right to work and develop a detailed, complicated plan? (go to 5)
	4. Just figure things out as you go? (go to 6)
3. You have developed a plan and assigned everyone their tasks. However, someone in your group says that they don’t like having a plan because it seems restrictive. They would rather just let everyone do what they want. What color does this person seem to be exhibiting? How do you explain your reasoning for wanting a well-organized plan? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(go to 7)
4. You take time to gather an assortment of ideas from the group, and you are working to determine the best one. One of your group members keeps questioning the strength of the ideas, while only offering very complicated ones. What color does this person seem to be exhibiting? How do you explain your reasoning behind listening to the group for ideas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(go to 7)
5. You get right to work and offer a very detailed idea of how to proceed with the project. Everyone agrees with your idea, and because you know your idea best, you take on the most responsibility. One of your group members questions why you didn’t take time to go through everyone’s ideas, and instead went with your own. What color does this person seem to be exhibiting? How do you explain your reasoning behind going with your own idea? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(go to 7)
6. You have decided to just figure things out as you go. Everyone is now free to work on whatever they want. Someone in your group says that not figuring out a well-organized plan will hurt the group. They’re worried that more planning needs to be done. What color does this person seem to be exhibiting? How do you explain your reasoning for not having an absolute plan? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(go to 7)
7. The project begins and the first thing someone does is share what their vision of the project is, and begin to continue forward without asking for input. How do you respond, or do you not respond?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go to 8)
8. You come up with an idea that you believe is terrific. However, another group member just suggested an idea that is totally opposite to what you were thinking. You’re worried that if you say your idea they may be upset. What do you do?
	1. Say your idea (go to 9)
	2. Keep your idea to yourself (go to 10)
9. As you proceed, someone in the group decides to sit back and let everyone else do the work. What do you say to them to reel them back in? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Go to 11)
10. Two of your group members are disputing regarding an aspect of the project. You realize that you are going to have to say something to defuse the situation. What do you say to help stop the quarrel or just get back on track? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Go to 11)
11. It’s almost time to turn in the project! You have finished your part of the assignment, but a few of your group members haven’t. You’re worried about whether they will get it done because of how close they are cutting it. How do you tell them to finish their parts? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Go to 12)
12. It’s presentation day! You and your group are about to present. What pep-talk or final words do you tell your group beforehand?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Go to 13)

SELF-REFLECTION

1. The presentation is finished and your group did amazing! You all received 100% despite there being a few snags along the way. After this activity, can you recall those you know who would fall into the different color categories? Specifically, who do you know who is the color that you were assigned for this activity? Perhaps a friend or family member? Maybe someone who you had a hard time working with? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_