Teen Leadership Track
2021 Teens as Teachers Conference

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Topics included today are:

- What’s in a Name?
- Civic Engagement: Your Voice Matters!
- Paper Plate Collage
- Choose Your Cause

What’s in a Name?
What’s in a Name?

Directions
1. Form a large circle. Explain that there’s a story behind each of our names and this activity will give us a chance to share some of that information.
2. Explain the procedure and tell about your own name to demonstrate. Say your full name: first, middle and last name.
3. Explain why you were given that name (named after a family member or movie star). Share anything about your name’s ethnic origins.
4. Each person takes turns introducing themselves.

Follow-up discussion
After everyone has introduced themselves, ask what they learned about the importance of names and why names are so important to us.

Hint
This activity makes a great get-acquainted exercise. Consider adapting the activity and using it to take roll call. If you have time, it’s fun to ask people what name they would choose for themselves if they had the chance and why.
What's in a Name?

Sum it up
Names are important because they have to do with who we are as people. Asking others to give us their names is often the first step we take towards getting to know someone better.

Civic Engagement: Your Voice Matters!

Government is Us!
- Representative Elected (Makes Rules for Entire Group)
- Pick 5 Rules to Represent the Group (Handout)
- Select One to Share
- New Representative Elected
- What are our group rules?
**Government is Us! Reflection**

What was frustrating or difficult?

What were the differences in how you selected representatives?

What is the job of the representative?

Were you able to communicate your ideas to your representative?
Government is Us! Reflection

Were you able to communicate your ideas to your representative?

Government is Us!

In our democracy, we choose representatives to make decisions for us. Some of the representative governmental bodies are called Congress, House of Representatives, County Commissioners, School Boards.

Those we elect should be representing our ideas at the local, state or national levels.

Agree to Disagree

Agree to Disagree!

- Create your 5 index cards
  - strongly agree
  - agree
  - no opinion
  - disagree
  - strongly disagree
Agree to Disagree

Agree to Disagree!
• Ground Rules:
  • Be Respectful
  • Listen to Each Other
  • Remain Open and Non-Judgemental
  • Be sensitive to group members

Let's Play!
1. Vending machines with pop should be banned in public schools.
2. A student who misses more than a normal number of school days should be denied a driver’s license.
3. There should be a law that requires bicyclists under the age of 16 to wear a helmet.
4. The government should give subsidies-contributions of money-to farmers.

What did you think about as you were making your decision?
Agree to Disagree: Reflection

Were you with the same people on every issue?

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Agree to Disagree: Reflection

Were there any issues for which everyone had the same opinion?

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Agree to Disagree: Reflection

Why is understanding that there are different sides to an issue an important part of citizenship?
Agree to Disagree: Reflection

Remember having your own opinion and expressing your thoughts to others is a great way to deal with problem solving and difficult situations within a group.

Don't be afraid to voice your opinion and make your voice count!

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Stretch Break!

10 Minute Break!

- Stretch
- Communicate with group members your thoughts
- Take care of business

See you back at 11:05!
Paper Plate Collage

- Age: Mini 4-Hers-early elementary
- Time: 35-45 minutes
- Materials needed: paper plates, scissors, glue, magazines, stickers, markers, crayons
- Description

Advance preparation
- Show example

Directions
1. Explain that this project will give everyone a chance to make a paper plate collage to illustrate interesting things about themselves.
2. Point out the materials available to make the collages. Describe how to look through the magazines for pictures, cartoons, words, and other images younger can use to describe things about themselves.
3. Tell youngsters to look for things that have to do with the following:
   - People who are important to you
   - Places you like to go
   - Things you like to do
   - Foods you like
   - Things you are good at doing
   - Things you would like to be able to do
   - Other things you like
4. Help up your own paper plate collage and tell youngsters what it says about you.

6. As youngsters are working on their collages, interrupt occasionally to remind them of the kinds of things to be looking for in the magazines and to ask for any questions.
7. Keep track of the time and let youngsters know when there are only five more minutes remaining to put the finishing touches on their collages.
8. Have youngsters take turns saying one or two things about what the collages illustrate about who they are.
**Paper Plate Collage**

**Follow-up Discussion**
Once everyone has had a chance to show their collage, ask them the following:
- How did they decide what pictures, images or words to include?
- Were there things they were looking for, but couldn’t find, that they would have liked to add to their collages?
- What was it like describing your collage to the rest of the group?

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**Paper Plate Collage**

**Hints**
- Consider pairing youngsters with an older youth to work on this activity.
- Look for opportunities to display the completed collages, or encourage youngsters to keep them until county fair time.

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**Paper Plate Collage**

**Sum it up.**
Comment on how interesting it has been to see what the paper plates say about everyone in the room. Explain that making the collages is a little bit like telling other people some of the things we want them to know about ourselves—and that’s the beginning of the communication process.
Choose Your Cause

Let’s share community service ideas.
What community service programs have you participated in this past year in the pandemic?

Choose Your Cause

What community service programs have you participated in before?
Choose Your Cause

Investigate
Identify a local, national, or global community need that you would like to address.

Choose Your Cause

Identify your passion

Choose Your Cause

AWARENESS
Educate. Share information and teach others to positively change people’s behaviors.

SERVICE
Volunteer. Use your creativity, time, and talent to directly meet a need in your community.

ADVOCACY
Advocate. Speak out, join others, and persuade policy makers to change policies and laws.

PHILANTHROPY
Give. Collect and donate financial and in-kind support.
Choose Your Cause

Put it all together!

<table>
<thead>
<tr>
<th>Community Need</th>
<th>Personal Assets</th>
<th>Community Assets</th>
<th>Type of Project</th>
<th>Project Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>My vision is to increasing the amount of paper we school recycle</td>
<td>My personal passion is good</td>
<td>My community cares about</td>
<td>My action strategy is doing direct services</td>
<td>Creating new recycling bin that have also just for paper</td>
</tr>
</tbody>
</table>

Teach Backs

March 9 or March 16, 7-8 p.m. (ET)
Via Zoom and breakout rooms
7-10 minute presentations as a team
Feedback provided

Evaluation

Please give us your feedback on TAT 2021!
Thank you!!

Best wishes to you and your teams as you teach in your communities!