



Lead Peace

**A leadership-building curriculum
that inspires tomorrow's peacemakers
through Service-Learning**

This collaborative curriculum uses modules
from **Points Of Light Foundation**



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.



Youth Programs

A program of Minneapolis Community Education

The Lead Peace Curriculum

NATIONAL EDUCATIONAL RESEARCH STATES that students began to connect the dots between academic rigor and real life experience in the middle grades. During this age, it is important for students to participate and be engaged in learning opportunities that increase their cognitive and social developmental skills. **Lead Peace** is a curriculum which engages students in creative experiential ways and empowers students to be active, engaged citizens in their school, homes and communities.

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Lead Peace is a synthesis of several curriculum models: **Points of Lights Youth Leadership Institute**, and Anti-bullying lessons from **Minneapolis Public Schools** (*Minnesota*). The Center for Creative Leadership with assistance from Youth Service America and Points of Light Foundation developed the Points of Light Youth Leadership Institute curriculum to be an experiential and engaging set of learning opportunities to empower young people to become active social and civic leaders within their community. The anti-bullying curriculum helps students to understand and recognize bullying and acts of violence and provides multiple actions they can take to stop bullying.

For more resources, visit:
youth.mpls.k12.mn.us/s-l_resources

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Components

- **Team Building:** Creative and interactive games help students get to know each other, build trust, and develop team norms.
- **Leadership:** Youth develop a clear understanding of what leadership means and how they see themselves as leaders.
- **Social Skills:** Exercises to help students form positive relationships through acceptance and kindness.
Subcategories: Diversity, Antibullying, & Relationships
- **Service-Learning:** A process of experiential learning whereby students apply content knowledge, critical thinking and good judgment to address genuine community needs.

Action Key



Talk It Out



Handout



Activity

In the back there is a blank card... We want you to use it to add to our curriculum!

If you have new projects or discussions that have worked well with your students, share them with others. Email your ideas to us at servicelearning@mpls.k12.mn.us



Icebreaker: Group Juggle



Objective: to build team and to build trust

Instructions:

The group stands in a circle. The facilitator has a ball or any soft object, like a stuffed animal. The facilitator throws the object to another person in the group saying his/her name as he/she throws it. The object continues to be passed until everyone has had the ball—the last participant throws the ball to the facilitator and says the facilitator's name.

The only rules of this game

are: you cannot hand the ball/object to the person directly next to you and everyone can only have the ball ONCE.

After the pattern has been established, add a few more objects to the circle. Stop the game when the group is juggling successfully.





Icebreakers



Objective: to build team and to build trust

HULA HOOP WAVE

The group stands in a circle holding hands. The Hula Hoop is linked with the circle. The object is to get the Hula Hoop all the way around the circle without letting go of hands. For a challenge, add another smaller Hula Hoop going the opposite direction.

This can also be done in equal numbered teams. Each team stands in line holding hands and races to get the hula hoop to the end and back to the beginning.

BACK TO BACK STAND UP

- All participants pair up & sit on the floor, back to back
- Try to match partners of equal size to make it easier and safer
- Together, the pairs try to stand up using each others' backs for support (*you can also interlock arms*)
- Equal pressure is given by each person to support backs
- Pairs can then join with other pairs and try to stand in a larger group (*best done with groups of 6 or less*).



Icebreaker: All My Neighbors



Objective: to build team and to build trust

The group sits on chairs in a circle. There should be one less chair than people. One person stands in the middle. The person in middle of the circle is “IT”.

“IT” goes to a person in the circle who he does not know. “IT” introduces himself and asks the person, **“Do you know your neighbors?”**

- **If the person knows his neighbors**, he tells “IT” their names.
- **If he does not know his neighbors**, he must introduce himself.

Then the person who has been asked says: **“I know my neighbors, but I want to know everyone who...”**

Examples:

...is wearing socks
...has blonde hair
...likes chocolate ice cream

Everyone fitting the description has to jump up and find another empty chair (*They cannot just hop to the chair next to them*). The one left without a chair after the scramble becomes “IT”.

To move away from surface: Encourage students to share something which is not physically visible. Students may share their favorite things, birthplace, etc. For Example: “Everyone who lives with just their mom.”





The Human Machine



Objective: to build team and to build trust

Teacher note: *make certain parts of body to touch off limits*

One person stands in center of circle and makes a repetitive sound and motion like a machine (MODIFY: if you can't do sound, then just do motion). Another person adds on, somehow physically connecting with the first person, adding a different motion or sound. Keep doing this until all are involved.

Don't let the machine turn into straight line, encourage people to go behind or on floor, etc.

The machine can move or it can just go slower, or faster, or freeze. A student could take the conductor role and change it around or direct and take turns with other students.

Team Building





More Than A Nametag



Objective: to introduce yourself to classmates and learn names

Supplies:

- ☐ Construction paper (1 piece per student)
- ☐ Markers (1 per student)
- ☐ Stickers, stamps or other decorating accessories to add to the card.

Directions:

1. Fold the piece of construction paper in half and write your name on one side:



2. On the other side of the paper, write:

| | |
|----------------------------|--|
| # of Siblings | Farthest Place You've Travelled |
| Characteristics of: | |
| your local hero/leader | world leader |
| Hobbies | What you are good at |

3. When complete, tape Nametag on top of desk.





More Than A Nametag



Directions:

1. Fold the piece of construction paper in half and write your name on one side.

Gertrude

2. On the other side of the paper, write:

| | |
|-------------------------------|--|
| # of Siblings | Farthest Place You've Travelled |
| Characteristics of: | |
| your local hero/leader | world leader |
| Hobbies | What you are good at |

3. When complete, tape Nametag on top of desk.

People Posters



Objective: Build relationship with classmates by creating posters about who you are. Introduce ideas of leaders and local global heroes.

Supplies:

- Construction paper
(1 piece per student)
- Markers
(1 per student)
- Stickers, stamps
or other decorating
accessories

Directions:

1. Pair up students.
2. Each student lies down on the paper and traces out shoulders to head.
3. Students interview each other using questions at right.
4. Write the answers to the interview questions in the outline on the paper.
5. Switch roles and repeat.
6. Celebrate your diversity by hanging up the people posters.

Interview Questions:

1. How many Siblings do you have?
2. What is the farthest place you have traveled?
3. What are you good at?
4. Describe what makes a good leader.
5. Who is/are your local hero/heroes? Why?
6. Who is/are your world hero/heroes? Why?
7. Describe your favorite shoes.
8. Make up your own question.





Rights and Responsibilities



Objective: How do daily and local classroom rights and responsibilities reflect global rights and responsibilities?

Supplies:

- ▶ Large paper
- ▶ Markers

Group set-up:

- ▶ 2-4 Students per group
- ▶ One student is timekeeper

**Activity #1:
What Are Our Rights?**

1. Ask each group to make a list of 5 rights they think children should have.
2. Ask groups what responsibility goes with each right. Student groups create a responsibility to each right.
3. Student groups present their list and submit one right they think is most important. Teacher records the selected rights on the final list.

4. Discuss their list of rights and then compare it to the Children's Bill of Rights.

Discussion Topics:

- ▶ If they were to make a Bill of Rights poster, what rights would they highlight?
- ▶ How does this relate to peace?





Rights and Responsibilities



Activity #2: Classroom Expectations

Class creates a master list of Classroom Rights (no more than 10). All students come up and sign their names on the one poster page of rights. They now sign off and own the rights they created. Post in room at all times.

Examples:

Global:

- ▶ All children have a right to express their minds
- ▶ Right to Respect and Courtesy

Local:

- ▶ Speak one at a time. Contribute your views.
- ▶ Listen to and respect each other

Activity #3: Posters for School Climate *Optional mini-service project*

Working in groups, students make posters illustrating one of their rights to post around the school or in the cafeteria.



Four Components of Leadership



Part 1: Defining Leadership

Pass out paper.

Ask Students: When have you been a leader?

Collect papers and read off.

Component 1: Vision

Close your eyes. Picture in your mind what you are doing when you are 18 years old. Now, open your eyes and draw that image with as much detail as you can.

- ▶ What do you see?
- ▶ What do you want others to see?
- ▶ Describe what you see so others can visualize it.



Four Components of Leadership



Component 2: Communication

Describe the picture you have drawn with words at the bottom of the page. What are you doing? Why are you doing it? How does it feel? Okay, now tell the person next to you. Share it.

- What do you want to communicate?
- How will you communicate it?
- How will you know if others understand you?

Four Components of Leadership



Component 3: Empowerment

Back to back stand up

- All participants pair up and sit on the floor, back to back
- Match partners of equal size
- Together, the pairs try to stand up using each others' backs for support (*you can also interlock arms*)
- Equal pressure is given by each person to support backs

- Pairs can then join with other pairs and try to stand in a larger group.

Discussion: How did you lift each other up? Was it shared power—personal power all combined, empowering each other to stand?

- How will you give power to others?
- How will you enable others to act together?
- How will you empower others to work as a team?





Four Components of Leadership



Component 4:

Action

Just go for it!

Service Project Brainstorm

- Have kids make a list of issues they care about.
- Develop ideas for service projects to address these issues.



People Who Influence Me



Objective: To write and/or find stories that celebrate local heroes students claim as their own.

Supplies:

- ▶ Local newspaper
- ▶ Lined paper

Everyday Hero Essay

Write a 1-2 page essay about an Everyday Hero.

Write about someone who taught you how to make a difference in your neighborhood or your life. That person could be your neighbor, a family member, a leader, a teacher, or a friend.

Include why they are important to you. What was their kindest act? What lessons have they taught you? Explain what were they like when they were a child or tell a story you have heard growing up that you admire.

Defining our Local Hero Media Find

Each day for a week, look through the newspaper and cut out a story and/or picture of a person who could be an everyday hero.

Use the worksheet provided.

People Who Influence Me (continued)

Sample essay by

Nora Knutson-Anlieu, 8th Grade

Richard R. Green Central School

AN EVERYDAY HERO IS SOMEONE who is just like you and me. It's someone who is a role model, a leader, someone who makes a difference and teaches others to make differences, too. There are lots of people that have taught and influenced me like my family, friends, my teachers and neighbors. The person who has taught me to make a difference in my neighborhood, though, is Rina. She fits the description because she makes a difference in the neighborhood. She works for Youth Farm, a non-profit organization and summer youth program. Youth Farm, as a whole, teaches kids how to grow and cook healthy, organic and local food. We have markets on the weekends during the summer so we can

sell locally grown organic vegetables to the community for low prices.

Empty Bowls is a group of the older kids in Youth Farm trying to spread the word about Food Power. Rina is in charge of Empty Bowls this summer. We made a documentary about Food Power. It is a film about how much food and hunger control people. We interviewed people who work and go to food shelves, people on the street and people at the Welfare Rights Committee. We taped and edited and then showed our documentary at the Empty Bowls event. We had local potters make clay bowls and we cooked soup and chili. We sold the bowls and soup for \$10 or whatever that person was able to pay. We talked about what we did and how we did it, then we showed the one hour documentary. To decide where the money went we put out boxes with the names of

all the food shelves and organizations we visited. After they saw the movie, they put their tickets where they wanted their money to go. We split the money according to the percentage of votes in each box. The Empty Bowls event made a total of \$3,200.

The whole Empty Bowls project would not have happened without Rina. She guided us and taught us why it was important to tell the community about Hunger. She didn't just tell us to sell the food—she told us why it was important to sell locally grown vegetables to the community. She is important to me because without her I wouldn't have learned about how hard it is for some people just to survive. I think Rina is an everyday hero because she taught a whole group of kids how to make a difference in our neighborhood and we did. ●



Envisioning My Future

Name: _____

Date: ___/___/___



| When I am 16, I will... | When I am 18, I will... | When I am 21, I will... |
|-------------------------|-------------------------|-------------------------|
| | | |

Leadership





Envisioning My Future (continued)



| When I am 24, I will... | When I am 30, I will... | When I am 50, I will... |
|-------------------------|-------------------------|-------------------------|
| | | |



What Makes a Leader?



Check either True or False for each statement:

- | | | |
|--|----------------------------|-----------------------------|
| 1. Leadership is a rare skill. | <input type="radio"/> True | <input type="radio"/> False |
| 2. Leaders are born, not made. | <input type="radio"/> True | <input type="radio"/> False |
| 3. Leaders are charismatic. | <input type="radio"/> True | <input type="radio"/> False |
| 4. Leadership exists only at the top of organizations. | <input type="radio"/> True | <input type="radio"/> False |
| 5. Leaders bully by pushing, and gossiping to get their way. | <input type="radio"/> True | <input type="radio"/> False |
| 6. To be a leader, you must be rich. | <input type="radio"/> True | <input type="radio"/> False |
| 7. Leaders only wear suits. | <input type="radio"/> True | <input type="radio"/> False |
| 8. Leaders cannot be shy. | <input type="radio"/> True | <input type="radio"/> False |
| 9. Leaders are only men. | <input type="radio"/> True | <input type="radio"/> False |
| 10. Leaders are never followers. | <input type="radio"/> True | <input type="radio"/> False |

Leadership



Debunking Leadership Myths



The Leadership Myths:

- ▶ Leadership is a rare skill
- ▶ Leaders are born, not made
- ▶ Leaders are charismatic
- ▶ Leadership exists only at the top of an organization
- ▶ Leaders bully by pushing and gossiping to get their way

- ▶ **Leadership is a rare skill.** Leadership is everywhere, and in everyone. Some people have figured out more quickly than others how to lead, but leadership is something that is present in others. The primary responsibility of leaders is to develop leadership in others.
- ▶ **Leaders are born, not made.** About 50 years ago, when interest in the leadership field was picking up, the debate began between people who believe that leaders are born and people who

believe the leadership can be learned. The people who believe that leaders are born believe that certain people are born with certain characteristics, like height, gender, speaking talent, hair color, etc. However, they have never been able to come up with an absolute list.

The fact is, there is no list. Leaders come in all shapes and sizes, and the people who don't exhibit a lot of leadership qualities can learn to be leaders.

Leadership





Debunking Leadership Myths



➤ **Leaders are charismatic.**

Many people, when asked to think about leaders, think of those who have that elusive quality of charisma: good communications skills, good people skills, and people just seem to be drawn to them.

Charismatic people can certainly be leaders, but in many situations, leaders need to be quiet and lead the group from behind. A leader does not need to be charismatic to accomplish that.

➤ **Leaders exist only at the top.** This is an important myth to debunk. When someone asks, “Who is the leader of your Youth Council?” you are likely to respond with “The President.”

True, the president may be the formal leader, but if a situation arises where one of the council members has more expertise than the president, then *that* person is the leader. Leaders are everywhere within an organization.

➤ **Leaders bully by pushing and gossiping to get their way.** If a leader has an inspiring vision and communicates that vision so the other members of the team become committed to the vision, then controlling, directing, prodding, and manipulating—which imply forcing others to do things they don’t want to do—is unnecessary.

Leaders who continue to bully soon find they are a leader of none as their followers rebel or leave.



Telling and Tattling



Objective: To clarify the difference between Telling (reporting) and Tattling.

Telling and tattling are not the same.

- ▶ **Tattling** is reporting somebody's behavior to get them in trouble and/or to get attention for yourself.
- ▶ **Telling** is reporting someone's behavior in order to get help. The purpose is to protect yourself or someone else (safety concern), or to prevent or report property damage.

Tongue Twister Exercise:

Students were asked to show the difference between Tattle or Tell in a tongue twister competition. After working in small groups, they performed their creations. The class was then asked to vote on which group did the best twister.

Here is a winning example:

Tattle or Tell

Tommy tattled to the teacher, "Tom Tickled Tony!"

Teacher told Tommy, "Don't Tattle! Tell me when they are tackling!"

*Alex, Shay, Marrissa & Sam R.
Anthony*





Telling and Tattling



**With a partner, decide
Telling or Tattling for
each statement.**

1. “Teacher, Billy stuck his tongue out at me.”
2. “Teacher, Moe says his father has a gun at home and that he knows how to use it.”
3. “Teacher, there is a big kid who takes my milk at lunch everyday.”
4. “Teacher, there are these kids at recess who won’t let us play on the basketball court.”
5. “Teacher, I’m afraid to go to the boy’s room because of the older kids.”
6. “Teacher, John was running in the hall.”
7. “Teacher, I saw Lee pushing little kids off the swing.”
8. “Teacher, Joan put soap all over the bathroom.”
9. “Teacher, Lynn has a knife in his backpack.”
10. “Teacher, Jason and Joe are snapping towels in the shower room.”



Bullying

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students.



Direct Bullying:

- **Physical:** hitting, kicking, shoving, spitting
- **Verbal:** taunting, teasing, racial slurs, verbal, sexual harassment
- **Non-Verbal:** threatening, obscene gestures

Indirect Bullying:

- **Physical:** getting another person to assault someone
- **Gossip:** spreading rumors
- **Non-Verbal:** deliberate exclusion from a group or activity, Cyber-bullying

Cyber-bullying:

- Telephone, texting cell phone messages, email, posting of damaging images or text on web sites

Relational Bullying:

- Combines direct and indirect strategies
- Targets relationships and social status to cause harm to peers

| Rough Play | Real Fighting | Bullying |
|---|--|--|
| Usually friends, often repeated (<i>same players</i>) | Usually not friends, typically not repeated | Typically not friends, generally repeated |
| Balance of power | Power relatively equal | Unequal power |
| No intent to harm | Intentional harm | Intentional harm |
| Affect is friendly: positive, mutual | Affect is negative: aggressive, tense, hostile | Affect is negative: aggressive, differs for victim & aggressor |

Social Skills: Antibullying





Bullying Role Play Cards



Cut the list of sentences into strips, fold in half and put into a container. Have a student select a strip out of the container and role play what he/she would do based on the situation. Students can take turns pulling a strip and role playing.

- A student teases you about the way you do your schoolwork.
- A student in the hall makes fun of your hair.
- A student makes fun of your clothes.
- A group of students tease you about the way you dance.
- You overhear a student gossiping about you.
- A friend laughs at you when you stumble and fall.
- A bully teases you as you are walking home.
- A student makes fun of you in the hall in front of a group of students.
- A friend talks about your choice of clothes.
- A student talks negatively about your brother or sister.
- A student teases you for the way you walk and/or talk.

Bullying: Defining through Drawing



Draw a cartoon or scene in which bullying occurs:

A large, empty rectangular area defined by a dotted black border, intended for students to draw a scene of bullying.



Defining through Drawing (continued)



Draw a cartoon or scene which describes how to prevent or stop bullying.

A large, empty rectangular box with a dotted border, intended for drawing a cartoon or scene related to preventing or stopping bullying.

Diversity Activity



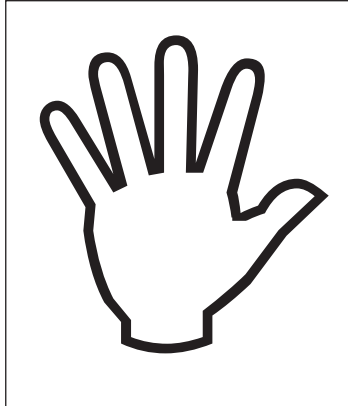
Objective: Help students define and present their personal differences in a positive way.

Supplies:

- letter size paper
- Markers
- Stickers, stamps or other decorating accessories

Directions:

1. Draw or trace an outline of your hand on a sheet of paper.



2. Write the answer to each of these statements inside the outline:

- I'm good at...
- I know about...
- I come from...
- My family is...
- People like it when I...

3. Decorate and display your posters.

What's Cool?



Objective: To help middle school students look at and think about the effects of popular culture

Supplies:

- Current Magazines
- Glue Sticks
- Poster Board

Teacher/facilitator starts the discussion with:

“When I was in middle school, what was cool...”

- **in clothes was...**
- **in music was...**
- **to say was...**
- **in cars was...**
- **to do was...**

Now, let’s make a list of ideas on the board of what is cool now...”

Divide students into groups of 3-4 to create a collage of what is cool today from magazines. They should include examples of current fashions, music,

sayings and expressions, popular activities, celebrities, and foods in their collage.

Finally, have each group give five minute presentation to explain why the elements used in their collage are “cool”.

Questions to consider:

Does this teach me what is important? Is this positive? Why or why not?

Homework:

What was cool when your parents were your age? Bring in a picture of them, a story and/or an article from that time.





Ways I Am Different



Objective: To understand the differences and similarities between people.

Supplies:

- ▶ Ways I Am Different Map
- ▶ Pencils

1. Divide participants into small groups of 4-7 people and create separate working space.
2. Hand out the “**Ways I am Different Map**” to each participant.
3. Instruct the participants to think of all of the ways they see themselves as being different. Some examples could be their physical appearances, things they like to do, special gifts and talents they have, etc.
4. In their small groups, ask participants to share with each other their list of differences.
5. Each group should have a recorder who compiles a list of differences of everyone in their group. Recorder makes a separate list that shows differences that two or more participants listed.

Allow up to 15 minutes for the small group process.
6. Group sharing of lists.



Ways I Am Different (continued)

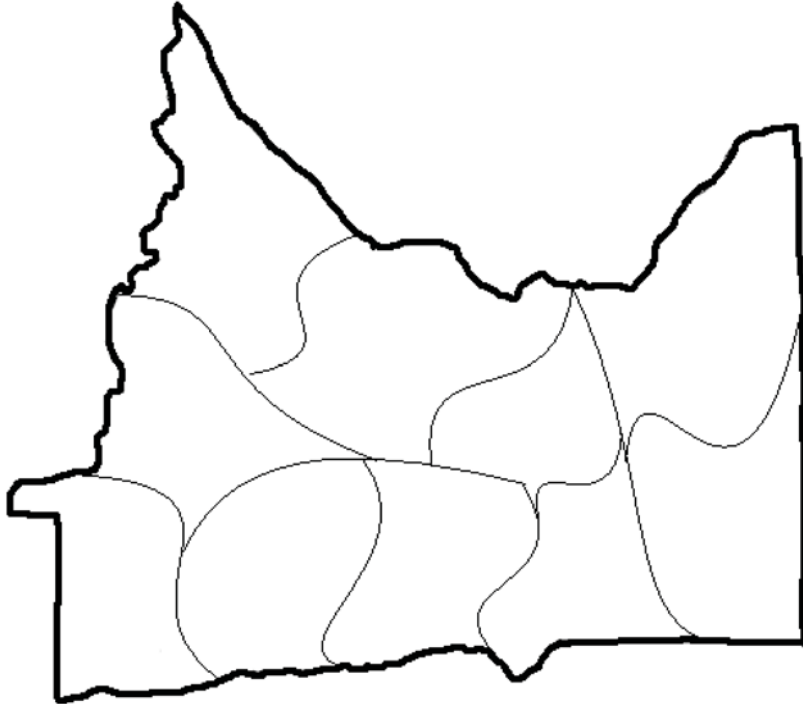


Questions for Discussion:

1. What did you discover about yourself? How did you see yourself as being different?
2. What did you discover about how your peers saw themselves as being different?
3. What are ways that you see your peers discriminating and/or stereotyping each other because of differences?
4. Why do you think your peers discriminate and/or stereotype others because of their differences?
5. Do you think people who may look or act different have things in common? Why or why not?
6. What are ways that you can get to know your peers better?



Ways I Am Different Worksheet





The Dot Exercise



Objective: To help define stereotyping and the differences/similarities between people.

Supplies:

- ▶ Dot Exercise worksheet
- ▶ Pencils

Instructions:

Hand out the worksheet to each student and instruct them to connect all of the dots on the sheet. They are not to talk or show their work to anyone. Allow 2-3 minutes for completing the worksheet.

When completed, instruct students to walk around the room and show their worksheet to each other to compare pictures.

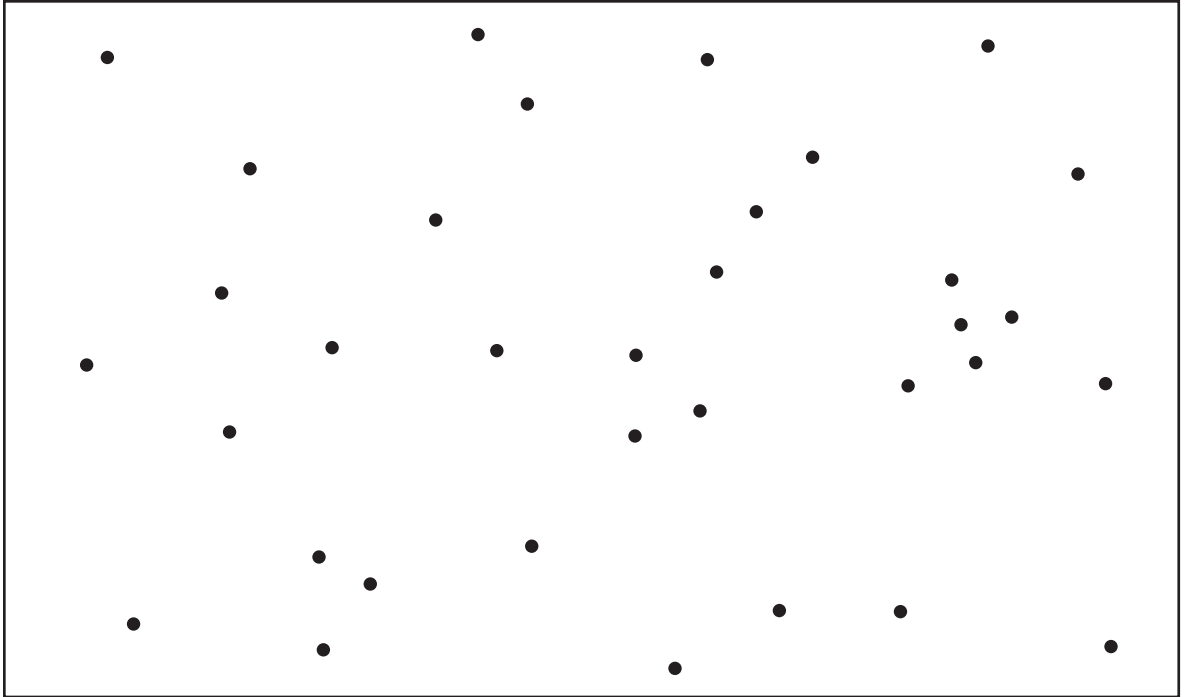
If two or more students have the same picture, confirm whether or not their pictures are a perfect match. It is highly unlikely that participants will have the exact same picture.

Questions for Discussion:

1. Where on the page did you start connecting the dots—top, bottom, or middle? Why?
2. Did you have a picture in mind before connecting the dots? What was it?
3. What do you think the word “stereotypes” means? What are common ways people stereotype others?
5. How does this activity relate to understanding stereotypes?
6. What are some ways you can respond to your peers when they are stereotyping others?



Dot Exercise Worksheet



Circles of Relationships



Objective: To understand how people's influences can affect both positively and negatively.

To identify how people can direct individual choices.

Supplies:

- Circles of Relationships worksheet
- Pencils

Instructions:

Hand out the Circles of Relationships worksheet. Instruct participants to individually fill out the worksheet. Allow 10-15 minutes to complete.

Participants should:

- Identify 10 people in their life that they feel are their best friends or role models. These people can be peers, adults, or both.
- Think of one word that describes the people they have identified.

- Rank the list of names based on how important that person is in their life, from one (1) being the most important to ten (10) being the least important.

List the names on the worksheet, listing those closest to you in the center circle and working out.

- For each of the persons identified, participants should think how that person influences them, both positively and/or negatively. They should briefly explain.

Social Skills: Relationships





Circles of Relationships (continued)

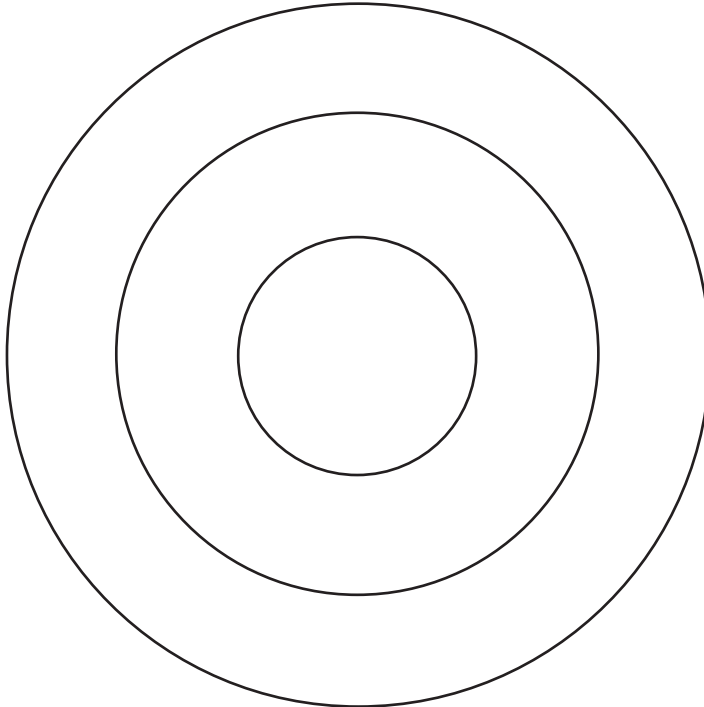


Questions for Discussion:

1. How do you see the people you listed influencing your future?
2. Which people on the list do you think will most help you to be successful? Why?
3. Are the people you ranked in the top five positions on your list ones that can help you to become successful?
4. If they are not, do you need to change your ranking order of the people you identified? Why or why not?
5. What things do you think you need to consider when choosing friends or role models?



Circles of Relationships Worksheet





Community Mapping Exercise



Just do it!

3 What does it grow into?

4

Where do I go for more information?

1 ISSUE:

5

Possible Service Projects:

2 Root Causes:



Community Mapping Exercise Sample

Just do it!

③ What does it grow into?

More anger, interruption & lost time, hurt, fighting

④

Where do I go for
more information?

Peer mediators

Adult role models

Discussion groups

① ISSUE:

*Swearing &
Disrespect*

⑤

Possible Service Projects:

Play

Movie

Anger management

project posters

② Root Causes:

Learned Behavior – Home/ Behavior that is negative or disruptive

TV & Media/ Lack of Communication Skills

Peers—anger & frustration

Global Service Community



Objective: To address the concepts and processes of service in individual, community, and national contexts. To give young, community-minded citizens a sense of what service is by examining how it affects them, their community and the nation.

Supplies:

- Flip Charts
- Markers
- Post-It Notes
- Handouts
- Tape

Instructions:

1. Tape 2-4 pieces of flip chart paper together on both sides.
2. Draw a large circle and outline 8-12 puzzle pieces. (See visual on following page.)
3. Title each puzzle piece according to the types of service projects you would like to discuss e.g. environment, homelessness/hunger, literacy, drugfree, etc.
4. Cut out the puzzle pieces and shuffle them.
5. Divide the participants into groups, giving each group a piece of the puzzle and markers.
6. Ask each group to think about what their ideal community would be like with respect to their puzzle piece. Have them draw their ideal

community (stress the importance of pictures vs. words.)

7. While they are drawing, tape the middle piece of the puzzle up on a wall where there is enough space to assemble the entire puzzle.

8. After 15-20 minutes, have each group share their puzzle piece and what they drew with the large group. Once they have shared what is in their community, have them tape their piece on the wall to create a "World of Service." (As groups tape up their piece, some pieces may need to be moved around so they all fit correctly).

Leave the "world" up on the wall for the remainder of the training as a visual to spark creativity and to remember the ultimate goal: to become effective leaders solving community problems.



Global Service Community (continued)

