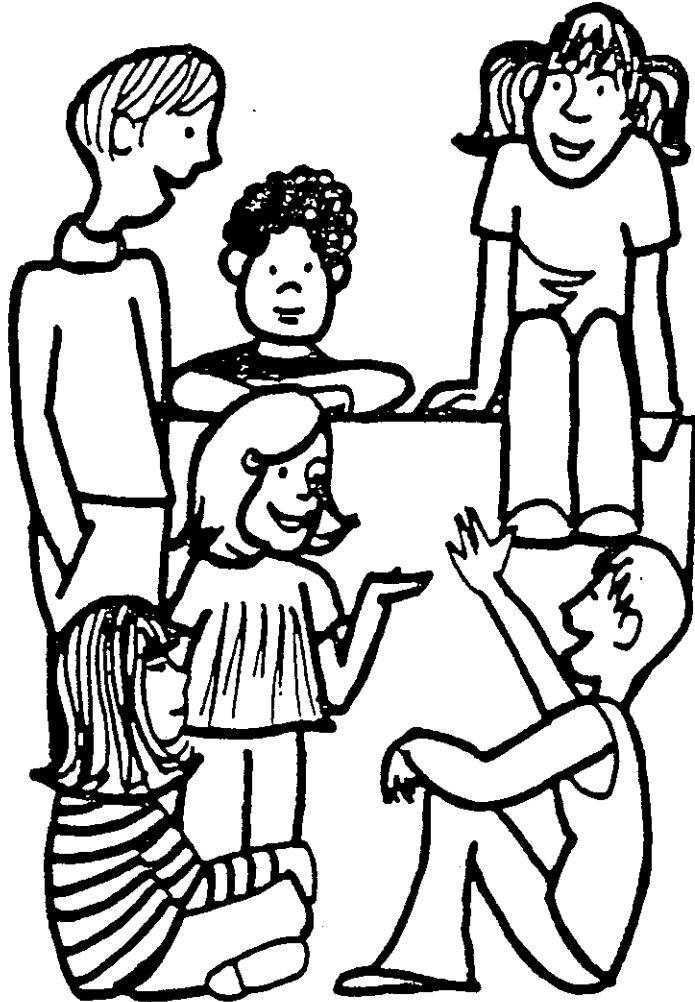




LEARN TO DO BY DOING

SOCIAL RECREATION



NAME

AGE

CLUB

NUMBER OF CLUBS



THE 4-H PLEDGE

"I pledge:
My Head to clearer thinking
My Heart to greater loyalty
My Hands to larger service
My Health to better living
For my club, my community and my country."

TABLE OF CONTENTS

	PAGE
MEETING ONE: Getting To Know You.....	M3
MEETING TWO: Lead The Way!.....	M7
MEETING THREE: Taking Control Of The Situation.....	M13
MEETING FOUR: Guaranteeing Success.....	M17
MEETING FIVE: What I Mean To Say Is... ..	M23
MEETING SIX: On With The Show!.....	M29

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Social Recreation

LEADERS' GUIDE

LEADER'S MANUAL

INTRODUCTION

Congratulations. As a 4-H leader you will be working with a dynamic group of young people, a rewarding experience.

We designed this guide to assist you in organizing your club meetings. It contains all the material provided to the members, plus leaders' pages for each meeting. Suggestions on how to present the material are provided. Remember that this book is only a guide. You may choose to add your own personal touches, or eliminate sections of material according to the situation in your own club.

Ontario's young people and their families appreciate your efforts to assist and educate them.

OBJECTIVES

1. The members will gain an understanding of the purpose and uses of social recreation.
2. The members will assess and identify appropriate recreation for different groups of people.
3. The members will gain an understanding of the attitudes and skills involved with social recreation leadership.
4. Each member will lead, or assist in leading, a recreation activity.
5. The participants will become familiar with and implement practical public speaking skills.
6. The members will learn a format for program planning and evaluation.

SUGGESTIONS FOR THE ACHIEVEMENT PROGRAM

- a. An exhibit, skit or demonstration on any of the meeting topics.
- b. A 4-H banquet bringing several of the social recreation clubs in your district together. Each of the clubs could be responsible for part of the program. Try to divide the responsibilities according to the program planning curve (Meeting Four).
- c. A 4-H or community banquet where the club(s) would set up a photographic exhibit or display of the program they prepared for Meeting Six.

IDEAS ON HOW TO PRESENT THE MEETING MATERIAL

1. Ask one or two members to be responsible for presenting all or a portion of a meeting. They may present it in any way they see fit.
2. Use a marker and flipchart to illustrate and highlight the most important points. If you go to the meeting with the highlights already on the flipchart then you can proceed quickly without the help of this manual and the meeting will flow very nicely. Inexpensive flipcharts can be made from the classified section of your newspaper or with wallpaper taped to the wall.
3. Use different settings for your meetings.
4. Have the members put together skits or demonstrations to highlight the important parts of the meetings.
5. For meetings where there is a list of points (e.g. 10 Commandments of Leading) before the points are discussed, have the members brainstorm for what they think the points would be. Their ideas and opinions can be discussed and they may wish to add their ideas to the manual.

*** Don't forget to refer to your Club Leader's Handbook for other presentation suggestions. ***

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MEMBERS' MANUAL

INTRODUCTION

This project is about personal growth through social recreation. Social recreation is an important part of everyday living and gives us a chance to get to know those around us a little better and a chance to take a break from the pressures of life around us.

OBJECTIVES

In this project you will:

1. learn the basics of social recreation.
2. plan a social recreation program.
3. lead a social recreation program along with the other members of your club.

SPECIFIC REQUIREMENTS

1. Complete 4-H Members' Manual. All roll calls and meeting and home activity exercises should be completed.
2. Lead a "get-acquainted" activity at one meeting (minimum).
3. Participate in each meeting's activities.
4. Plan and lead a social recreation program for another community group as a club project.

ACHIEVEMENT PROGRAM

Date: _____ Time: _____

Location: _____

Date Book Due To Leader: _____

MEETING ONE

GETTING TO KNOW YOU

OBJECTIVES

- to outline project
 - to elect officers
 - members will become aware of the purposes and varied uses of social recreation
 - members will use a variety of get acquainted activities
1. Meeting Opening (15 - 20 mins)
 - use a "get-acquainted" activity so members, especially new ones, can become acquainted
 2. Distribute Manuals (15 - 20 mins)
 - complete cover and discuss club's name
 3. a. Introduction and General Requirements (15 - 20 mins)
 - go over these

b. Election of Officers

 - discuss responsibilities of each office
(i.e. president, vice-president, secretary, press reporter, others)
 4. Pledge and Roll Call (5 mins)
 - any and every answer is acceptable, the idea being that social recreation means different things to different people
 5. What Is It? (5 - 10 mins)
 - recreation and social recreation may be different
 - social recreation is as varied as people using it
 - applicable to any situation
 - brainstorm some typical situations where we see different forms of social recreation, e.g. shopping, choir, 4-H, pizza party, going to a meeting, changing the seating arrangement at a meeting, hiking, refreshments at a get-together, etc.
 6. Getting to Know You (5 - 10 mins)

Advantages: mingling, talking to people we don't know, moving around the room, something for early arrivers to do while waiting, set atmosphere for event, relax people, name learning.
 7. Let's Try Some (20 - 25 mins)

From your 4-H games and resources pamphlet as well as the Ideas Guide choose two or three get-acquainted activities and lead them for your club. After each activity do a small evaluation of the activity. This will help members to remember the activity. Also it is an excellent opportunity to reinforce the benefits of get-acquainted activities mentioned above. Be aware you may have to change or adapt your activity depending on the number of members present.

IT'S YOUR TURN (5 mins)

Each member will choose a get-acquainted activity to prepare and lead at one of the next four meetings (Meetings Two to Five).

- it may be necessary for some people to work in pairs or to have more than one activity at the beginning of each meeting
- send around this chart
- it will insure that members aren't doing the same activities
- your role is to support the members and be ready to assist or answer questions about their activities

Meeting	Who's Responsible	Activity's Name
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

MEETING ONE

GETTING TO KNOW YOU

DATE: _____	Next Meeting: DATE: _____
TIME: _____	TIME: _____
PLACE: _____	PLACE: _____

ROLL CALL

How would you describe "social recreation"?

WHAT IS IT?

We all know that recreation refers to all the activities that people take part in at times when they are free to do what they choose. A ten-year-old said it best:

"Recreation is what you do when you don't have to do anything."



However, social recreation is a bit different. It is needed by organized groups of all ages. Social recreation refers to organized activities that two or more people do together. The joy that comes from being with others is the real reason for taking part and enjoying companionship and good fellowship. Playing together helps us to better understand ourselves and others.

Social recreation may include everything from a birthday party to a group study break at school, to the watermelon seed spitting competition at your church picnic. It may be as short as five minutes or last as long as two hours depending on what kind of a break the group needs. Social recreation gives people a chance to change the pace and to refresh themselves. This makes them able to go back to a job or activity feeling refreshed and full of energy.

How many social recreation activities can you think of? Come up with as many as you can. Be creative and think of the activities which you may never have considered as social recreation.

GETTING TO KNOW YOU!

Since social recreation includes activities which two or more people do together, it is necessary that everyone involved feel comfortable and relaxed. Building up to a level of comfort is best done by having activities at the start of a program that allow people to get to know each other.

What advantages do you think there might be for both the organizer and the guest in having get-acquainted activities?

LET'S TRY SOME SOCIAL ACTIVITIES

Activity #1

Name _____

Equipment _____

What it did _____

Activity #2

Name _____

Equipment _____

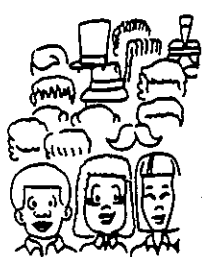
What it did _____

Activity #3

Name _____

Equipment _____

What it did _____



IT'S YOUR TURN

Being a keen 4-H member you'll want to "Learn to Do by Doing." From the Ideas Guide at the back of your manual, choose a get-acquainted activity that you could lead at the beginning of a meeting. Choose one that hasn't already been done.

*Note: If you are leading at Meeting Four or Five, you may wish to do an activity other than a get-acquainted one from the Ideas Guide.

I am responsible for a starter activity for Meeting # _____.

The activity I hope to do is _____.

HOME ACTIVITY

Record three social recreation activities which you have recently seen or experienced. You may not have noticed their purpose before. Look at activities at school, work, church or among your friends. You may be surprised at what you discover! Be prepared to share what you come up with at the next meeting.

1. _____
2. _____
3. _____

MEETING TWO

LEADING THE WAY

OBJECTIVES

- members will learn the qualities of recreation leaders
- members will learn how to pace a program
- dealing with difficult behaviors will be discussed
- members will apply leadership skills by leading an activity
- members will evaluate the leadership skills of fellow members and offer positive feedback

STEPS THROUGH THE MEETING

1. Get-Acquainted (members lead) (5 - 10 mins)

Let assigned members take control right from the start. Join in and enjoy yourself. Encourage all members to participate. Give encouraging remarks to the presenter(s).

2. Pledge and Roll Call (5 - 10 mins)

Have a volunteer keep a list of all of the qualities suggested. See how many different ideas your group comes up with. Discuss and select what the group thinks are the three most important ones.

3. Present Material on S.H.U., Pace, Teamwork and Breaks (25 - 35 mins)

This is a lot of material to cover all at once. Have a Break, presented by you at the end of this section. Choose one from the Ideas Guide or your own information.

4. How to Handle Difficult Behaviors (5 - 10 mins)

Let the members mention problem behaviors and how they would handle them. Then go on to the information sheet to see possible solutions.

5. Activities and Evaluation (20 - 25 mins)

Split the group into pairs or threes to lead each activity. Have them draw numbers from a hat to see which activity they will lead. Give them five minutes to prepare. After each activity, give them a chance to fill in the evaluation sheet, and then discuss the way the activity was led. Be sure the emphasis is on the leadership and not the activity. Control any destructive criticism that might arise.

6. Wrap-up (5 - 10 mins)

Congratulate all members on their leadership and participation. Be sure to remind members who are responsible for the next meeting's get-acquainted activity. Go over the home activity with the members.

MEETING TWO

LEAD THE WAY!

DATE: _____	Next Meeting: DATE: _____
TIME: _____	TIME: _____
PLACE: _____	PLACE: _____

ROLL CALL

Suggest two qualities a recreation leader should have.

Almost everyone has attended a meeting or activity where the person in charge loses, or never gains, control of the group. This could be caused by a host of problems such as lack of preparation, not using others to help or just not being flexible in deciding the needs of the group. On the other hand, each of us has attended other get togethers where the leader is in charge and never leaves any doubt. Why the difference?

Here are some suggestions for how YOU can be a great recreation leader.

SOCIAL RECREATION'S 10 COMMANDMENTS

1. **Thou shalt be enthusiastic ...**

Radiate a feeling of confident enthusiasm. Enjoy what you are doing.

2. **Thou shalt be flexible ...**

Be flexible to the needs and wishes of the group. Ask yourself, "Do they want lots of activity or do they want a slow pace?"

3. **Thou shalt be organized ...**

Organize yourself well in advance.

4. **Thou shalt be on time ...**

Keep one eye on the clock so you stay on schedule.

5. **Thou shalt know when to stop ...**

Cut activities off when they peak. The old saying about leaving the audience wanting more is true! It is better to stop an activity when people are enjoying it instead of waiting until they are bored.

6. **Thou shalt be simple ...**

Use the K.I.S.S. rule. Keep Instructions Short and Simple!

7. **Thou shalt be prepared ...**

Be sure you have all of your equipment and resources handy.

8. **Thou shalt be over-prepared! ...**

Have extra activities in mind in case one doesn't work or you have extra time.

9. **Thou shalt be willing to change ...**

Adapt, rather than adopt, rules for each individual situation.

10. **Thou shalt practise ...**

Practise! Practise! The more often you give instructions and lead activities, the easier it will become.

THE S.H.U. RULE

Be Seen, Heard and Understood!

In order to be an effective social recreation leader you should follow these three rules:

Be SEEN. Find a position in the room where everyone can see you. If the group is in a circle, join the circle so you won't have your back to anyone. You may need a signal to gain everyone's attention. Simply raising your hand, being quiet and having everyone follow is simple and effective.

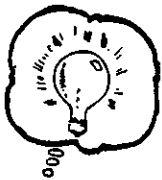


Be HEARD. Give instructions slowly in a clear and concise way. To make sure your voice is heard, have your voice be above the group. That is, stand if the group is sitting, or stand on a chair if they're on their feet. This allows your voice to travel a greater distance, and also enables the group to take note of your body language.



P.S. A microphone, when possible, will give you a needed volume boost.

Be UNDERSTOOD. Make your explanations simple. This takes lots of thought. Planning ahead and thinking of the questions they may have will save time. After you have given instructions make sure the group has a chance to ask questions. Show them an example of how the activity is done or have them do a walk through. Act out the instructions.



The S.H.U. rule (seen, heard, understood) is the basis of any strong leader's presentation. However, these next suggestions are tips that make the difference between good leaders and great leaders!

TEAMWORK

Many times you will be preparing the program with the help of others. This makes the load a lot less heavy at the time of the program. Sometimes working with others takes more planning before the event to ensure the program runs smoothly. Take advantage of others' strengths and try to involve everyone. Be prepared to help each other out.

PACE

Variety is the spice of life! Plan different activities for your event. It is nice to use the same formation or group set-up for three or four games. This reduces people movement and confusion. Also people like to meet different people and rearranging the group allows everyone to mingle. Suggest three different group formations.

1. _____
2. _____
3. _____

Try to keep your program moving. Never have an extended period when nothing is happening. Teach rules as a game progresses. It isn't necessary to teach all of the rules before starting a game.

LET'S TAKE A BREAK

Long programs or meetings can be unbearable. Everyone needs a chance to rest his/her mind and exercise his/her muscles. A break every 60 to 90 minutes is essential. It may be a simple coffee break or something active like a game. Be sure to put breaks on your agenda!

*** Check your Ideas Guide for suggested break activities. ***

DIFFERENT ATTITUDES





Things almost always go well for a leader who is prepared and flexible. However there may be a time when you have to deal with a person who has a negative attitude or actions that are not adding to the group.

What problem attitudes might be found in group situations?

1. _____
2. _____



Help each other out and give suggestions for how to deal with situations you may have experienced or seen. Here are some ideas for how to deal with a few problems that you may run into.

Behavior	Why	What to do
<p>Overly Talkative</p> 	<ul style="list-style-type: none">- eager beaver- show-off- well-informed	<ul style="list-style-type: none">- don't try to embarrass him/her- ask challenging questions- ask the group's ideas about his points
<p>Won't Talk</p> 	<ul style="list-style-type: none">- bored- insecure- shy- feels superior	<ul style="list-style-type: none">- what you do depends on why this person is this way- ask for an opinion- reassure him/her when does take part, be sincere!- don't push him/her
<p>Obstinate</p> 	<ul style="list-style-type: none">- won't budge- only sees own view	<ul style="list-style-type: none">- give his/her view to group and have them discuss it- stress that time is limited and you two will talk later
<p>Side-Conversations</p> 	<ul style="list-style-type: none">- may or may not relate to subject- distraction	<ul style="list-style-type: none">- don't embarrass- call by name and ask a simple question- casually walk to that area while you continue speaking- don't make it obvious to group

* Remember. Social recreation is not school. If the person is not bothering the group or does not want to participate - leave them be. But, if they make others uncomfortable, deal with it as best you can, quietly and thoughtfully.

IT'S YOUR TURN

Let's apply some of the leadership skills we have discussed by trying some activities. Remember the S.H.U. rule and don't forget to be enthusiastic. When you are participating in the activities, be thinking about whether or not the activity leaders are following the suggested guidelines. Give them positive feedback about what they did well and an idea about something they may wish to improve.

Try these activities:

- 1. Donkey & Fiddle
- 2. Our Cook Doesn't like Peas
- 3. Buzz
- 4. Horse for Sale
- 5. Unsupported Circle

LEADERSHIP EVALUATION

Comment on how each group lead their exercise. Use the following categories. Keep thinking about what you can learn from their actions.

Group #	Seen	Heard	Understood	Enthusiasm
1.				
2.				
3.				
4.				
5.				

HOME ACTIVITY

1. What did you learn and how did you do leading the activity at Meeting Two. Consider S.H.U. and your enthusiasm. What did you do best and what area would you like to improve on?

2. What situation in the next week could you use social recreation skills for? Look in the Ideas Guide and try an activity with your family, friends, etc. Explain the activity you tried and how you think it turned out.

MEETING THREE TAKING CONTROL OF THE SITUATION

OBJECTIVES

- members will be aware of the factors that need to be considered when planning recreation
- members will assess and identify situations and choose appropriate activities
- members will become aware of the necessity of being flexible and adaptable

STEPS THROUGH THE MEETING

1. Get-acquainted Activity led by members responsible for Meeting Three. (5 - 10 mins)

Allow them to take the lead. Be a participant and offer positive feedback when they have finished. Remind the members who are responsible for Meeting Four.

2. Pledge and Roll Call (5 - 10 mins)

Remind the members of the difference between recreation and social recreation. Have them identify what they like to do as being either recreation or social recreation. (S.R. means being with others for the enjoyment of it. Refer to Meeting One.)

3. Situation Assessment (15 - 20 mins)

Come up with as many ideas as the group can about things they need to consider about the situation when they are planning. It is possible that they will mention things that aren't discussed in the material. Every answer is acceptable as long as the member can justify it.

Go through the material on Group Size ... Indoor vs. Outdoor Activities.

4. Code Exercise (5 - 10 mins)

The purpose of the code exercise is to emphasize the importance of flexibility and adaptability. Give them time to "break the code".

5. Let's Try Some (20 mins)

Choose three different activities from the Ideas Guide or your own information. Try to have three very different activities so it is fairly obvious that they apply to different groups and situations, (e.g. a mind bender, relay, circle game).

If possible, lead your group through the activity then discuss what situations and groups the activity would be suited for. It is possible that the activity is suitable for more than one group or situation. Make sure the members are on track with their reasons.

Follow the same procedure with the other two activities.

6. It's Your Turn (30 - 40 mins)

Divide your club into groups of two or three. Present each of the groups with one of the following situations and have them prepare a program of suitable content and length. If time permits have them instruct their program to the others.

- a. a seniors' group before their meeting begins
- b. a group of 15 teenagers who have never met before
- c. a Sunday School picnic held outdoors with 30 people present
- d. a group of 100 at the annual fair board meeting needs an activity before the meeting starts
- e. a crowded room of 20 people
- f. a child's 8th birthday party with 9 other guests
- g. in the family car driving two hours to Wonderland
- h. a group of your friends is meeting at your house for an hour before you go to the school dance

Circulate and see how the members are doing coming up with ideas. Encourage them to lead the group in the chosen activity if the props are available. Make sure they write in their manual the situation they had and the reasons why they chose the activity they did. Encourage discussion on their choices and congratulate them for a job well done.

7. Home Activity. Outline the two activities suggested and encourage the members to look for uses for social recreation in their everyday life.

MEETING THREE

TAKING CONTROL OF THE SITUATION

DATE: _____	Next Meeting: DATE: _____
TIME: _____	TIME: _____
PLACE: _____	PLACE: _____

ROLL CALL

What do you like to do when you don't have to do anything?

Recreation crosses all human boundaries and is practised by all groups. Suggest some group factors and physical settings that you need to think about when planning a program?

Just as when we go on a trip, we map our tour by thinking about the most direct route, the things we might see and the obstacles that could get in our way, we need to do the same thing when planning a social recreation program for others. For example, knowing whether you are going to be indoors or outside changes how you plan your program.

SITUATION ASSESSMENT

Situation assessment is very important and can determine the success of your program. Thinking of the factors you listed above as well as the following points, will keep you on track!

Group Size

Monopoly or Trivial Pursuit are great activities for a small group of four but are not good for a group of forty. When you are working with large groups, it is even more difficult than usual to be seen, heard, and understood (S.H.U.). Therefore, it is important to use activities that are simple and easy to explain; otherwise your group will quickly become distracted. On the other hand, small groups can usually handle more detailed activities that involve more explanation. Participants in a small group are more at ease to ask questions.

Age

This is the most important factor to consider when planning your program. Try not to insult your group by having activities that are "out of their range." Older people don't care for dancing to Michael Jackson any more than most teenagers enjoy an evening waltzing to Lawrence Welk. Generally, the younger the group, the more active your program. Older groups may enjoy tamer sports or mind games, where socializing is emphasized.

If you have a large age range, activities to suit everyone are in order, or split your group into smaller groups. If you have activities to be done in smaller groups, give a brief description of each activity and let the

people decide which group they want to join. This way you won't insult someone by making them do a particular activity. For example many seniors enjoy relays. People always seem to enjoy most the things they choose for themselves.

Physical Setting

The perfect setting for a recreation program is rare. Being flexible to the situation is the key to success. Problems like poor lighting, sound, and pillars in the room are possible and things you must consider. A big room can be just as much of a problem as a small one if you're not prepared. Always visit your physical setting before your program, or at least arrive early so you can decide how to best manage the situation. You'll find that any "less than best" situation can be overcome if you think clearly and adapt your activities to suit the situation.

Environment or Mood

Keeping your ideas in tune with the environment or mood of the setting is important. If you are in charge of recreation for your class and everyone is used to sitting all day, you can be sure that you will get a better response to setting up an outdoor volleyball net than you will to setting up a euchre tournament. Consider the needs and wants of your group. It's vital!

Physical vs. Mental Activities

Not all programs need to be active. Twisting the mind can be just as refreshing as twisting the body. Using mind games is an effective way to begin a program as people are arriving or as a wind down at the end of the evening.

Indoor vs. Outdoor Activities

Winter or summer, if the weather permits, most people enjoy outdoor activities best. The outdoors is particularly suited for the more active games or relays. Some of the difficulties associated with the outdoors are:

1. It's more difficult to keep everyone's attention.
2. The bright sun can cause vision problems.
3. The wind may blow your props away.
4. It may be difficult to be heard.

Thinking of these possible challenges before the program will allow you to plan ways to deal with them.



TAKING CONTROL

All of the obstacles we have talked about can cause you problems - if you let them. However, if you have the right attitude and use your skills you will overcome the obstacles and probably turn them into benefits. Here's an example of a mind twister that also gives you an important message.

Break the code to find what you have to do to take control of the situation.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

To break the code use the letter above or below the one you want as the code letter. So, the word FUN would be SHA in code.

OR
SYRKVOYR

means

NAQ
NQNGNOYRI

_____!

LET'S TRY SOME

Your leader is going to describe or lead you in three different activities. For each activity, decide what type of situation, and what kind of group the activity is best suited for.

Activity	Best Suited for	Why
1.	_____	_____
2.	_____	_____
3.	_____	_____

IT'S YOUR TURN

In groups of two or three, your leader will give you a situation. Your task is to assess or look at the situation and come up with a suitable activity for that group and setting. Use your Ideas Guide to help you.

Once you have decided on an activity, share your choice with your club and state why you chose it. If time permits, do the activity with your group.

Our situation was:

The activity we chose was:

We chose this activity because:

HOME ACTIVITY

1. Psst... We're letting you in on a secret. At Meeting Four, your club is going to decide on a group to do some social recreation for. Come prepared with two or three suggestions as to who your club could plan for.
 2. Think of a local hall, church basement or school gym in your area. What would be the best size of group to have there for social recreation?
-

List the advantages of this room.

List any disadvantages this room might have and what you would do to work around the disadvantages.

MEETING FOUR

GUARANTEEING SUCCESS

OBJECTIVES

- members will be aware of program planning tips (goal-setting, committees, programming)
- members will be introduced to the program planning curve and to the concept that each program should have a strategy
- members will have guidelines for evaluating a program
- members will apply the concepts by planning their own program
- emphasis of the 5 P's (plan,prepare, practise, present, ponder)

1. Get Acquainted Activity done by member(s) responsible for Meeting Four (5 - 10 mins)

** Be an eager participant.

2. Pledge and Roll Call (5 - 10 mins)

The members will likely have lots of ideas but if they do not have them refer to Meetings Two and Three and outline the 10 commandments of a good leader, the S.H.U. rule or the situation assessment guidelines.

3. Setting Your Sights (5 mins)

goals

4. Total Teamwork (5 - 10 mins)

- a. learn
- b. suggestions
- c. ownership
- d. enthusiastic, support, success

5. Suggest Four Different Themes (5 - 10 mins)

- any theme that can be justified is suitable

List three other possible committees

- any committee that the members see a need for is appropriate
- stress that committees are to strengthen the group, not to separate it
- it is healthy for committees to get other people working with them
- the purpose of the committee is to generate ideas and guidelines so that the work can be shared by everyone

6. Putting It Together (5 - 10 mins)

- the Program Planning Curve is a guideline for setting up activities
- stress that it would not be wise to jump from one type of activity to the next without thinking about the feelings of your group and what they are "ready" for
- it would be similar to ironing the clothes before you wash them if you were to do this
- the curve suggests a method for giving "flow" to your program

7. The Program Planning Chart (5 - 10 mins)

- chart is intended to answer questions they may have about the various stages and to suggest types of activities

8. We've Got It All Together But ... (5 - 10 mins)

- a practice is good to inform everyone about what is happening
- it is also a good chance to make sure that each member has something to do and feels included
- it is probably not necessary to go through each activity, but it is important to let everyone know how each activity is done so they may help the guests

9. Evaluation

- the evaluation is a very important step
- gives more meaning and purpose to all of the work that went into preparing and presenting
- the group evaluation is intended to make everyone aware of things that they may not have realized or noticed
- the group evaluation also has the purpose of reinforcing the work that everyone has done for the program.

Discuss the suggested outline of the evaluation.

- stress that it is important for each individual to also reflect on his/her part in the program and whether or not the task was completed satisfactorily.

*** It is quite acceptable for an individual's evaluation to be different from the group's evaluation. Often when we are on our own, we feel differently from what we felt with the group.***

10. It's Your Turn (30 - 45 mins)

The group is given time to plan their program. Include this planning time in your actual meeting time.

Your role is to act as a resource and help members when they seem puzzled. Encourage the group to go through the steps involved in Planning for Success. The members will have lots of questions. You may need some specific suggestions of where they could go to present their program.

MEETING FOUR

GUARANTEEING SUCCESS

DATE: _____	Next Meeting: DATE: _____
TIME: _____	TIME: _____
PLACE: _____	PLACE: _____

ROLL CALL

Name three things a social recreation leader does, or thinks about, when planning a program.

The most successful social recreation leaders, of any age, are only as good as the programs they plan. Successful social recreation seldom just happens. It is well thought out and planned.

Consider these three organizing tools and your program is bound to be a success:

a. SETTING YOUR SIGHTS

Determining what you want to happen and why will give you direction and guidelines. This could be called goal setting. Unless you have clear goals in your mind, your planning for the event may be haphazard.

The goals for a program will vary according to the type of group and the occasion. For example, a goal for a senior citizens' get-together may be to involve everyone and develop group friendliness. However, a goal for a 7-year-old's birthday party may involve controlling the children's excitement. Other types of goals may include:

- a. group cooperation
- b. having activities carried home and used elsewhere
- c. members enjoying activities and asking for more

The important thing to remember about goals is that they are guidelines for you and are intended to help meet the needs of the group that you are preparing for.

b. TOTAL TEAMWORK

It's best to use pairs, small groups or committees when planning a program. Even if one person may seem capable of organizing the whole thing, committee work has many advantages.

Discover some of the benefits of using committees by filling in the blanks with the best suited word. Your choice of words is: learn, ownership, suggestions, success, support, enthusiastic.

1. Committee members _____ from the experience.
2. Group ideas and _____ usually result in a better program.
3. Everyone takes _____. It's "our" event, instead of "yours".
4. During the actual event, the committee members will be more _____ and ready to _____ each other. This makes the event a _____.

How Do the Committees Work?

The whole committee or group should decide on things like:

- Who - Who are the participants or target group that we are preparing for?
- Where - Where will it take place?
- When - When will it happen? Think of the actual date as well as the beginning and ending time. It is important to know when you are going to wrap up because you want your program to end on a high note. Never let it die! As the saying goes "leave them wanting more."
- What - Decide on the theme or emphasis of your program or get together. A theme adds to the program and is the skeleton to which goals, ideas and activities can be built around. A theme may not always be needed, but it does add a great deal. Themes don't have to be fancy. A "Getting to Know You" or "Black & White" theme is fun. Your creativity is what counts.

Suggest four different themes:

- a. _____
- b. _____
- c. _____
- d. _____

*** A Note about Committees

Your committee doesn't have to be a formal one with a chairperson or secretary. However, if you are a large group, it may help you get organized more quickly if a leader is chosen. As a group, decide how you want to organize yourselves, before you begin planning the program. The main thing is to make sure everyone is involved.

Once the whole committee has decided on the who, what, where and when factors, it is best to break into sub-committees to decide on HOW. Sub-committees divide a large task into smaller jobs and help things run efficiently.

Sub-committee responsibilities may include:

- invitations - make them personalized to fit the theme and include all of the important details
- decorations - these may or may not be necessary depending on the situation
 - make them inexpensive and simple
 - they add to theme and atmosphere
- refreshments - good idea to have them fit theme if possible
 - try to serve them in a unique way, rather than the standard line up.

- program - this sub-committee may wish to break down into more sub-committees
- their task is to provide a well-planned, yet flexible program

*** No committee has to work on its own if it doesn't wish to. Members can ask for the help and support of other members at any time. However, it is best if the actual committee sets its guidelines so members can direct their helpers. ***

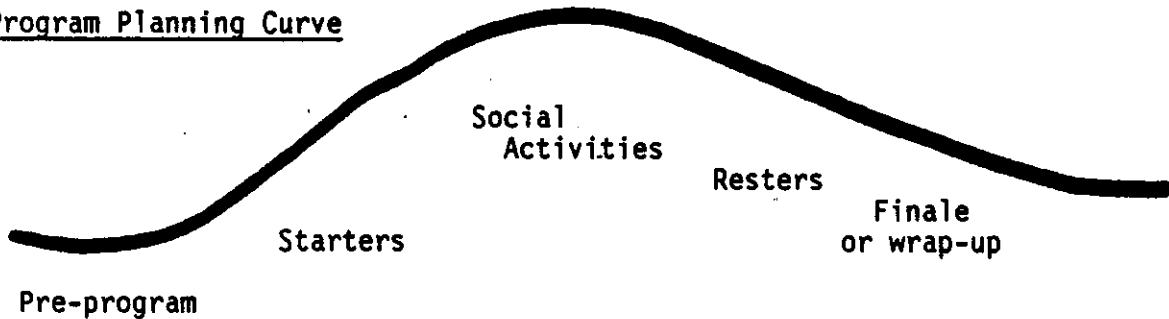
There may be other committees your group feels are necessary. List three other possible committees a group may need.

1. _____
2. _____
3. _____

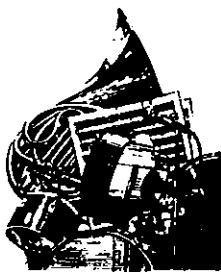
c. PUTTING IT TOGETHER

Planning program activities may seem difficult, but if you go step by step, your task will seem much easier. One strategy, or plan that has been successful is the following curve.

Program Planning Curve



Use the chart on the next page as a guideline to help you set up your program.



Extra, Extra, Read All About It!
The Power of Music

Consider using music all through a program to help set the pace. Soft background music may be appropriate when people are arriving. A fast, upbeat record is great during a relay. It helps build energy. Involving people with music by singsongs, dances or musical games is often very successful. The types of music you choose and how you use music will add to your program. Include it!

	PURPOSE	KEEP IN MIND	SUGGESTED ACTIVITY TYPES
<p>Pre-program "On Your Mark"</p>	<ul style="list-style-type: none"> - activities for early arrivers - hold their interest - informal welcome 	<ul style="list-style-type: none"> - be individual activities - easily explained and done - require no special skills 	<ul style="list-style-type: none"> - get acquainted - guessing games - conversational activities - music playing as people arrive - puzzles - paper games
<p>Starters "Get-Set"</p>	<ul style="list-style-type: none"> - makes group feel at ease - introduces them to leading group and each other 	<ul style="list-style-type: none"> - should be group activities, not individualized - comfortable for everyone to enter into - use more than one if you need to build group spirit 	<ul style="list-style-type: none"> - musical mixers - large circle games - get acquainted - partner pairing activities
<p>Social Activities "GO"</p>	<ul style="list-style-type: none"> - group is at ease and involved - organization depends on nature of group, location, theme and time allowed 	<ul style="list-style-type: none"> - flexible part of program - plan more than you'll need - can be done in two sections if meeting is long (after starters and then after refreshments or the speaker) - don't wear out your group - alternate active periods with slower paced times 	<ul style="list-style-type: none"> - circle and line games - relays - fun dances - group contests - individual challengers
<p>Resters "Relax"</p>	<ul style="list-style-type: none"> - quiet participation - calming down 	<ul style="list-style-type: none"> - keep control and keep things moving - group usually sitting for this - total group activities with minimum movement - good time for entertainment 	<ul style="list-style-type: none"> - leader stunts - songs - guessing games - brain teasers - entertainment
<p>Finale "Unwind"</p>	<ul style="list-style-type: none"> - stops the program rather than letting it die 	<ul style="list-style-type: none"> - should be interesting, soothing - works well if held after refreshments 	<ul style="list-style-type: none"> - short story - sing song - inspirational material with meaning for the group - leader gimmick

We've got it all together but....

- a. A practice or rehearsal prior to your program will clue everyone in to what others are doing. Make sure all of the committees know the activities so they can help your guests. Share the jobs at the program. Just because someone worked on invitations, doesn't mean he or she can't lead an activity or greet people when they arrive.
- b. An evaluation after the program is very important. Nothing can improve if you aren't aware of its strengths and weaknesses. Evaluation should be done as a group and individually. Consider these topics when you evaluate.
 - i. Objectives: Did we meet the goals we set?
Were our goals realistic?
 - ii. Teamwork: Was everyone involved?
Did the committees perform their tasks?
Were there other committees we could have had?
 - iii. Program: Did the program follow the planning curve?
Were the activities appropriate for the group?

Highlights and strengths of OUR program. (Find at least three.)

- 1. _____
- 2. _____
- 3. _____

Weaknesses that could be improved. (Don't be harsh on yourself. Be realistic and choose things you have control of.)

- 1. _____
- 2. _____
- 3. _____

Social recreation preparation can be summed up with the 5 P's:

5 P's =

- Plan
- Prepare
- Practice
- Present
- Ponder

Follow the 5 P's and you will be guaranteed success!

IT'S YOUR TURN

In Meeting Six your club will have the opportunity to share your skills with another group or organization. The choice is yours. Here are some possible ideas:

- lighten a mother's load and plan and present a child's birthday party
- visit a seniors' group and share with them an evening of recreation
- have a get-together with another club
- offer to provide the social recreation at the annual meeting of your local fair
- a club party
- a grandparent's birthday party
- an activity that your club comes up with and your leader okays

The possibilities are endless!

Once your club has chosen a "target group", begin the planning process. Set your goals, form committees and use the program planning curve and worksheet to help you out. Don't forget about the Ideas Guide and use other activities that you are aware of. Have fun!

HOME ACTIVITY

Planning our Program

Who: _____

What: _____

When: _____

Where: _____

The committee(s) I am on include: _____

1. Work on your responsibilities for the program and be prepared to report about what you have done for the next meeting.
2. Come up with at least one suitable activity or idea that could be used at your program. Share this with the appropriate committee at your next meeting.

MEETING FIVE

WHAT I MEAN TO SAY IS ...

OBJECTIVES

- members will learn to present themselves effectively
 - members will learn a method for putting together a presentation
 - members will learn to introduce people informally
 - members will introduce and thank a speaker
 - members will learn proper use of a microphone
1. Get Reacquainted (5 - 10 mins)
The members are in charge of this. They may be getting too used to this activity so add your own enthusiasm to ensure its success. Give encouraging remarks to the presenter(s). The assigned members may wish to present something other than a get acquainted activity. This is fine.
 2. Pledge and Roll Call (5 - 10 mins)
Note that everyone has spoken in front of their school class.
 3. Present the material on choosing a topic, audience, organization and practise (20 - 30 mins)
*** Things about the audience to be considered? Age, size, physical setting, interests, why they are there, etc.
 4. Approximately 80% of communication is non-verbal**
 - emphasize the need for smiles, proper dress and effective eye contact and body movements in order to give a positive message
 - it is impossible not to communicate, ignoring someone or laughing or sighing may say more than words can.
 5. Present Introductions (informal and formal) (20 - 25 mins)
*** Be sure everyone gets a chance to speak
 6. Using a Microphone (10 - 20 mins)
Try to arrange to get a microphone system so the members can actually use one. Many schools and groups have portable systems that they may let you borrow. Try your OMAF office, local school or community hall. It would be a good idea to have the meeting there.
 7. Use the rest of the meeting time to prepare for Meeting Six (30 - 45 mins)
Make sure the members are planning carefully and involving everyone. Try to find out if they have thought of everything that is necessary.

** Adler and Towne, in their book Looking Out, Looking In, say we communicate 80% of our emotions by means other than words. This 80% is made up of gestures like sighing, laughing and voice volume, rate and pitch.

MEETING FIVE

WHAT I MEAN TO SAY IS ...

DATE: _____ Next Meeting: _____
 DATE: _____
 TIME: _____ TIME: _____
 PLACE: _____ PLACE: _____

ROLL CALL

Have you ever addressed a group? Describe the group.

WHO IS MY AUDIENCE?

Preparing for and reacting to the audience you are presenting to is your key to success. In the same fashion as in Meeting Three, you must assess your audience and then prepare yourself to meet their interests and needs.

List 4 things about your audience that you need to consider?

1. _____
2. _____
3. _____
4. _____

SO, WHAT DO I SPEAK ABOUT?

Choosing a topic can often seem difficult, but it doesn't have to be. Generally, if you are invited to speak, you will be asked to talk on a topic you are already familiar with. If you are able to make the choice, always go with a topic that you know about or have experienced. It makes your workload lighter and it will relax you. Also consider a topic that will be interesting to your listeners.

HOW DO I GET READY?

Preparation is your next step. For most presentations, you will be an expert in your topic and so very little research will be required. The idea is to prepare your material so it can be presented in an interesting fashion. Put yourself in the shoes of the audience and then choose what part of your material is relevant and interesting to them.

- write the information in point form in a logical order
- try not to write it out word for word
- point form allows you to concentrate on your audience rather than saying the exact words
- point form also allows more eye contact, which is vital for audience contact

PUTTING IT ALL TOGETHER

Any presentation can be broken into these three basic parts.

1. Tell them what you are going to say (introduction).
2. Tell them (body).
3. Tell them what you have told them (summary).

Introduction

Your introduction should be brief and interesting. Make it thought provoking. Let your audience know what they are about to learn.

Body

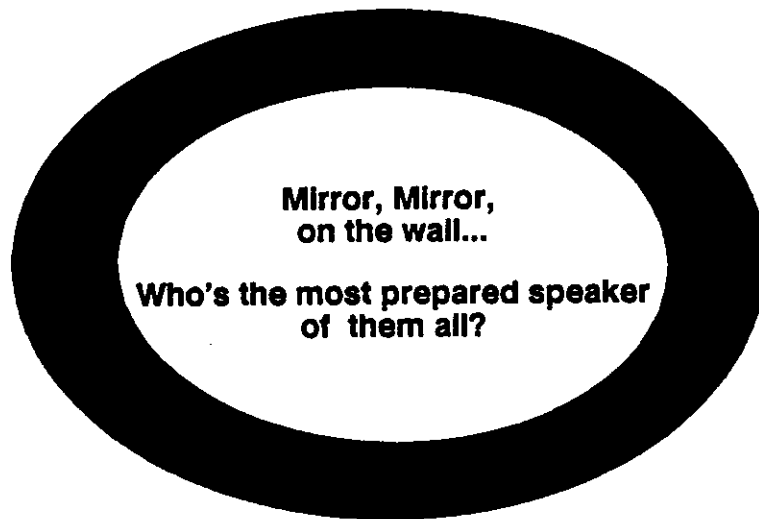
In this portion you take as long as you require to get your message across so that everyone understands it (and no one falls asleep). Try to have a step by step process so there is flow from one point to the next.

Summary

Briefly state your message again. Keep in mind that people remember best what you say last!

PRACTICE MAKES PERFECT

Experienced presenters say this is the key to success. It is best to work out the rough spots in front of a mirror or a friend before you reach the podium. Use the hand actions and props you intend to use during your real presentation. You will be amazed how watching yourself helps you to pick up on the little quirks and habits that may take away from your presentation. Some quirks or habits that may distract your audience include: shifting your weight from one foot to the other, jiggling keys or too many hand movements. In this technological age you may even want to use a V.C.R. or tape recorder to tape you while you practise.



BODY LANGUAGE - IT'S IMPOSSIBLE NOT TO COMMUNICATE

We have all heard of body language or non-verbal communication. This type of language involves the messages we give people by the way we sit, move, dress, our eye contact, etc. Non-verbal communication plays a very big part in the information we give others. It not only includes our body messages, but the messages we send by our tone of voice, the speed at which we talk and the vocabulary we use. What percentage of our communication with others would you guess to be non-verbal?

My guess is _____% Statistics say approximately _____%

It is evident that we should always keep in mind the "silent message" we are giving others.

Some Do's and Don'ts of Presenting

DO

- be confident
- use your natural body language
- project your voice over the group
- vary the tone of your voice
- keep eye contact
- use examples and props
- SMILE!

DON'T

- read your message
- submit to nervous habits
- prop yourself up on furniture
- make jokes about your audience
(if you must joke, joke about yourself)

IT'S YOUR TURN

With your group in a circle, take turns, starting in alphabetical order, speaking for 30 seconds about: a) your favorite 4-H experience, b) an extracurricular activity you're involved with, or, c) any topic of your choice. Have fun. Let your leader be the time keeper.

Now wasn't that easy? Being an expert in your chosen topic gives you a definite advantage. If time permits, do this again, only speak for 45 seconds and reverse the order.

PLEASED TO MEET YOU

Many times in your life you will have to make informal introductions of people. That is, introduce people you are familiar with, who don't yet know each other. The format is simple. The introducer says "John Doe, I would like you to meet Frank Smith."

You may add information that is relevant to both people. For example, at a family reunion you might mention that Frank is John's fifth cousin. The additional information should not be detailed and will hopefully lead to further conversation.

LET'S TRY IT

Starting with the tallest person in your club, introduce the person on your right to the rest of the club.

INTRODUCING AND THANKING SPEAKERS (FORMALLY)

In both of these cases, the emphasis of your efforts should be on the speaker.

Your purpose as the introducer is to make the audience look forward to what they are about to hear. You can do this by:

1. Gathering information about the speaker. Talk to him/her beforehand.
2. Organize the information. Pay particular attention to the points that make the speaker an expert in his/her chosen topic.

3. Begin by listing the important accomplishments the speaker has achieved, emphasizing how much you look forward to his/her message. Then say his/her name and take your seat in the audience.
4. Jokes are out of order here because they draw attention to you and away from the speaker.

THANKING THE SPEAKER

A successful thank you will let the speaker know that you received his/her message and that it was enjoyed. This can be done by:

1. Jotting down important points made during the presentation so you will be able to refer to them.
2. Do not give opinions about the speaker's presentation. The entire audience may not be in agreement with you.
3. If possible, mention what action or thoughts the group will have in response to his/her presentation.
4. The thank you should be brief and should not contain jokes that will take away from the speaker's talk.
5. This is the proper time to present a gift if one is going to be presented.

LET'S TRY IT

Divide into groups of two and decide who is A and who is B. Your topic is "My Family." A should take 30 seconds and interview B to find out why B is an expert on the topic. Then A may introduce B to the group. Pretend that the talk on "My Family" is finished and now B will thank A for a fine presentation.

INCREASING YOUR VOLUME

Speaking loudly and clearly is vital in any presentation. However sometimes it is necessary to use a microphone to help project your voice.

Microphones:

1. make sure your voice is heard everywhere in the room
2. save your voice during long presentations
3. project your voice in the event you must have your back to the audience.

Many people appear to be afraid of microphones. Don't let them bother you. Here are some suggestions to help you feel more confident.

1. Be sure you are projecting your voice into the microphone. You can speak either directly into, or over the top of it.
2. Hold the "mike" close to your mouth but be careful that it is not too close or your P's will pop.
3. Before you begin your program, be sure you know how to operate it and that the volume is carefully adjusted.
4. Make any adjustments to the mike or stand before you begin to speak.
5. If you experience feedback (a high squealing noise), it is often because you are in front of the speaker or the volume is too high. Check this before the program begins.



If you have access to a microphone, take turns speaking into it. Recite a poem or the 4-H pledge if you can't think of anything to say. Make sure everyone can hear you.

LET'S GET READY

Spend the rest of your meeting time making the final preparations for the program your club is planning and going to present for Meeting Six. Keep in mind the 5 P's and the planning curve. Use them as a checklist to make sure all of the details are taken care of.

HOME ACTIVITY

1. Think of three topics you would feel comfortable speaking about in front of a group.

a) _____

b) _____

c) _____

2. Do your final preparations for Meeting Six. If you have to get equipment or a costume together, get them ready to go.

List of things I must do and/or take for our presentation:

MEETING SIX

ON WITH THE SHOW!

OBJECTIVES

- have members present their chosen project
- have members evaluate their program immediately after, both as an individual and as a group
- members should feel good about their program

Your role for the program is to support the group and assist if needed. Some of the members may be very nervous and will appreciate your encouragement. It is o.k. if the members want you to take part in the program. However, have them decide what they would like you to assist with.

Following the program, preferably that day, have a meeting to discuss and evaluate the program. This can be informal. Going out for a pizza, or gathering at someone's home might be relaxing.

1. Roll Call (10-20 mins)

This is your opportunity to give positive feedback to each member for the part they played in the presentation. Try to remind the group that every part was important, not just the roles that involved the actual leading of the activities. The people who did the preparation developed the skeleton of the program.

2. Let's Think For a Minute (15-30 mins)

It is important that the group evaluate their program realistically. They must be prepared to write a report of the group evaluation and their own evaluation in their manual. Encourage the group to emphasize the positives about their program while looking at what could realistically be improved. Remind them that the more often they do this type of thing, the easier it becomes.

3. On Your Own (5 mins) (*Encourage the members to do this at home, alone after they have had time to reflect.)

Each member is expected to do a personal evaluation of the program and write up his or her thoughts in the manual. Inform the members that it is o.k. if their thoughts do not match the general feelings of the group. Often when people have time to reflect on their own, their feelings may differ from their initial reaction.

4. Goal Setting (10 mins)

The members are to think of a committee or role they would like to be involved with if they had the opportunity to plan another social recreation program.

MEETING SIX

ON WITH THE SHOW!

DATE: _____

TIME: _____

PLACE: _____

ROLL CALL

What did you like best about preparing for and/or presenting your program?

All of your planning, preparing and practice will finally pay off. Present your program for your target group. Enjoy the experience!

*** After your presentation, this short meeting is very important to help your group think about what happened. ***

LET'S THINK FOR A MINUTE

Review the suggested evaluation questions in Meeting Four. As a club, evaluate your thoughts and reactions to the program you presented.

What were our objectives and did we meet them?

Was everyone involved?

Did the committees perform their tasks?

Were there other committees we could have had? If so, what things would they have been in charge of?

Were the activities appropriate? Why or why not?

Did the program follow the planning curve suggested in Meeting Four? Name an activity you did from each part of the curve.

Highlights of the program:

Areas that could be improved:

ON YOUR OWN

Do your own evaluation of the program. Think about your own answers to the evaluation questions that you answered as a club. Also, consider your own thoughts and feelings about the role you took in the planning and presentation.

GOAL SETTING

If I were to do this again, I would like to be involved in planning or presenting...(List what different thing(s) you would like to try.)

PROJECT SUMMARY

A. Member Comments:

1. What did you gain from taking this project?

2. Which meeting or topic was the most/least interesting? Why?

Most: _____

Least: _____

3. Comment and/or give suggestions for improvements on the overall project (eg. activities/exercises, achievement program, home activities, senior projects, judging information).

4. What interests would you like to explore through future 4-H projects?

B. Parent/Guardian Comments: _____

C. Leader Comments: _____

This project has been completed satisfactorily.

Member _____ Leader _____

Date _____ Leader _____



RETIRED 4-H PROJECT

LEARN TO DO BY DOING

SOCIAL RECREATION



NAME

AGE

CLUB

NUMBER OF CLUBS



Ontario
4-H Council



Ministry of Agriculture,
Food and Rural Affairs

4-H-2200-89ME

THE 4-H PLEDGE

"I pledge:
My Head to clearer thinking
My Heart to greater loyalty
My Hands to larger service
My Health to better living
For my club, my community and my country."

TABLE OF CONTENTS

	PAGE
MEETING ONE: Getting To Know You.....	M3
MEETING TWO: Lead The Way!.....	M7
MEETING THREE: Taking Control Of The Situation.....	M13
MEETING FOUR: Guaranteeing Success.....	M17
MEETING FIVE: What I Mean To Say Is... ..	M23
MEETING SIX: On With The Show!.....	M29

This project was prepared by
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This project was jointly funded by the Ontario Ministry of
Agriculture and Food and Agriculture Canada.

MEMBERS' MANUAL

INTRODUCTION

This project is about personal growth through social recreation. Social recreation is an important part of everyday living and gives us a chance to get to know those around us a little better and a chance to take a break from the pressures of life around us.

OBJECTIVES

In this project you will:

1. learn the basics of social recreation.
2. plan a social recreation program.
3. lead a social recreation program along with the other members of your club.

SPECIFIC REQUIREMENTS

1. Complete 4-H Members' Manual. All roll calls and meeting and home activity exercises should be completed.
2. Lead a "get-acquainted" activity at one meeting (minimum).
3. Participate in each meeting's activities.
4. Plan and lead a social recreation program for another community group as a club project.

ACHIEVEMENT PROGRAM

Date: _____ Time: _____

Location: _____

Date Book Due To Leader: _____

MEETING ONE

GETTING TO KNOW YOU

DATE: _____	Next Meeting: DATE: _____
TIME: _____	TIME: _____
PLACE: _____	PLACE: _____

ROLL CALL

How would you describe "social recreation"?

WHAT IS IT?

We all know that recreation refers to all the activities that people take part in at times when they are free to do what they choose. A ten-year-old said it best:

"Recreation is what you do when you don't have to do anything."



However, social recreation is a bit different. It is needed by organized groups of all ages. Social recreation refers to organized activities that two or more people do together. The joy that comes from being with others is the real reason for taking part and enjoying companionship and good fellowship. Playing together helps us to better understand ourselves and others.

Social recreation may include everything from a birthday party to a group study break at school, to the watermelon seed spitting competition at your church picnic. It may be as short as five minutes or last as long as two hours depending on what kind of a break the group needs. Social recreation gives people a chance to change the pace and to refresh themselves. This makes them able to go back to a job or activity feeling refreshed and full of energy.

How many social recreation activities can you think of? Come up with as many as you can. Be creative and think of the activities which you may never have considered as social recreation.

GETTING TO KNOW YOU!

Since social recreation includes activities which two or more people do together, it is necessary that everyone involved feel comfortable and relaxed. Building up to a level of comfort is best done by having activities at the start of a program that allow people to get to know each other.

What advantages do you think there might be for both the organizer and the guest in having get-acquainted activities?

LET'S TRY SOME SOCIAL ACTIVITIES

Activity #1

Name _____

Equipment _____

What it did _____

Activity #2

Name _____

Equipment _____

What it did _____

Activity #3

Name _____

Equipment _____

What it did _____

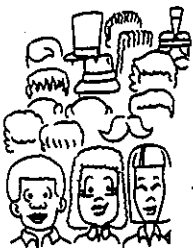
IT'S YOUR TURN

Being a keen 4-H member you'll want to "Learn to Do by Doing." From the Ideas Guide at the back of your manual, choose a get-acquainted activity that you could lead at the beginning of a meeting. Choose one that hasn't already been done.

*Note: If you are leading at Meeting Four or Five, you may wish to do an activity other than a get-acquainted one from the Ideas Guide.

I am responsible for a starter activity for Meeting # _____.

The activity I hope to do is _____.



HOME ACTIVITY

Record three social recreation activities which you have recently seen or experienced. You may not have noticed their purpose before. Look at activities at school, work, church or among your friends. You may be surprised at what you discover! Be prepared to share what you come up with at the next meeting.

1. _____
2. _____
3. _____

MEETING TWO

LEAD THE WAY!

DATE: _____	Next Meeting: DATE: _____
TIME: _____	TIME: _____
PLACE: _____	PLACE: _____

ROLL CALL

Suggest two qualities a recreation leader should have.

Almost everyone has attended a meeting or activity where the person in charge loses, or never gains, control of the group. This could be caused by a host of problems such as lack of preparation, not using others to help or just not being flexible in deciding the needs of the group. On the other hand, each of us has attended other get togethers where the leader is in charge and never leaves any doubt. Why the difference?

Here are some suggestions for how YOU can be a great recreation leader.

SOCIAL RECREATION'S 10 COMMANDMENTS

1. **Thou shalt be enthusiastic ...**

Radiate a feeling of confident enthusiasm. Enjoy what you are doing.

2. **Thou shalt be flexible ...**

Be flexible to the needs and wishes of the group. Ask yourself, "Do they want lots of activity or do they want a slow pace?"

3. **Thou shalt be organized ...**

Organize yourself well in advance.

4. **Thou shalt be on time ...**

Keep one eye on the clock so you stay on schedule.

5. **Thou shalt know when to stop ...**

Cut activities off when they peak. The old saying about leaving the audience wanting more is true! It is better to stop an activity when people are enjoying it instead of waiting until they are bored.

6. **Thou shalt be simple ...**

Use the K.I.S.S. rule. Keep Instructions Short and Simple!

7. **Thou shalt be prepared ...**

Be sure you have all of your equipment and resources handy.

8. **Thou shalt be over-prepared! ...**

Have extra activities in mind in case one doesn't work or you have extra time.

9. **Thou shalt be willing to change ...**

Adapt, rather than adopt, rules for each individual situation.

10. **Thou shalt practise ...**

Practise! Practise! The more often you give instructions and lead activities, the easier it will become.

THE S.H.U. RULE

Be Seen, Heard and Understood!

In order to be an effective social recreation leader you should follow these three rules:

Be SEEN. Find a position in the room where everyone can see you. If the group is in a circle, join the circle so you won't have your back to anyone. You may need a signal to gain everyone's attention. Simply raising your hand, being quiet and having everyone follow is simple and effective.

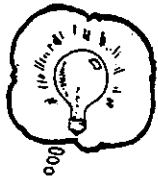


Be HEARD. Give instructions slowly in a clear and concise way. To make sure your voice is heard, have your voice be above the group. That is, stand if the group is sitting, or stand on a chair if they're on their feet. This allows your voice to travel a greater distance, and also enables the group to take note of your body language.



P.S. A microphone, when possible, will give you a needed volume boost.

Be UNDERSTOOD. Make your explanations simple. This takes lots of thought. Planning ahead and thinking of the questions they may have will save time. After you have given instructions make sure the group has a chance to ask questions. Show them an example of how the activity is done or have them do a walk through. Act out the instructions.



The S.H.U. rule (seen, heard, understood) is the basis of any strong leader's presentation. However, these next suggestions are tips that make the difference between good leaders and great leaders!

TEAMWORK

Many times you will be preparing the program with the help of others. This makes the load a lot less heavy at the time of the program. Sometimes working with others takes more planning before the event to ensure the program runs smoothly. Take advantage of others' strengths and try to involve everyone. Be prepared to help each other out.

PACE

Variety is the spice of life! Plan different activities for your event. It is nice to use the same formation or group set-up for three or four games. This reduces people movement and confusion. Also people like to meet different people and rearranging the group allows everyone to mingle. Suggest three different group formations.

1. _____
2. _____
3. _____

Try to keep your program moving. Never have an extended period when nothing is happening. Teach rules as a game progresses. It isn't necessary to teach all of the rules before starting a game.

LET'S TAKE A BREAK

Long programs or meetings can be unbearable. Everyone needs a chance to rest his/her mind and exercise his/her muscles. A break every 60 to 90 minutes is essential. It may be a simple coffee break or something active like a game. Be sure to put breaks on your agenda!

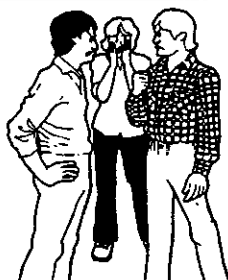
*** Check your Ideas Guide for suggested break activities. ***

DIFFERENT ATTITUDES


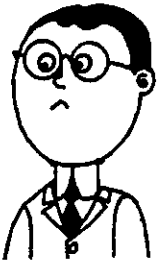


Things almost always go well for a leader who is prepared and flexible. However there may be a time when you have to deal with a person who has a negative attitude or actions that are not adding to the group.

What problem attitudes might be found in group situations?

1. _____
2. _____



Help each other out and give suggestions for how to deal with situations you may have experienced or seen. Here are some ideas for how to deal with a few problems that you may run into.

Behavior	Why	What to do
<p>Overly Talkative</p> 	<ul style="list-style-type: none">- eager beaver- show-off- well-informed	<ul style="list-style-type: none">- don't try to embarrass him/her- ask challenging questions- ask the group's ideas about his points
<p>Won't Talk</p> 	<ul style="list-style-type: none">- bored- insecure- shy- feels superior	<ul style="list-style-type: none">- what you do depends on why this person is this way- ask for an opinion- reassure him/her when does take part, be sincere!- don't push him/her
<p>Obstinate</p> 	<ul style="list-style-type: none">- won't budge- only sees own view	<ul style="list-style-type: none">- give his/her view to group and have them discuss it- stress that time is limited and you two will talk later
<p>Side-Conversations</p> 	<ul style="list-style-type: none">- may or may not relate to subject- distraction	<ul style="list-style-type: none">- don't embarrass- call by name and ask a simple question- casually walk to that area while you continue speaking- don't make it obvious to group

* Remember. Social recreation is not school. If the person is not bothering the group or does not want to participate - leave them be. But, if they make others uncomfortable, deal with it as best you can, quietly and thoughtfully.

IT'S YOUR TURN

Let's apply some of the leadership skills we have discussed by trying some activities. Remember the S.H.U. rule and don't forget to be enthusiastic. When you are participating in the activities, be thinking about whether or not the activity leaders are following the suggested guidelines. Give them positive feedback about what they did well and an idea about something they may wish to improve.

Try these activities:

- 1. Donkey & Fiddle
- 2. Our Cook Doesn't like Peas
- 3. Buzz
- 4. Horse for Sale
- 5. Unsupported Circle

LEADERSHIP EVALUATION

Comment on how each group lead their exercise. Use the following categories. Keep thinking about what you can learn from their actions.

Group #	Seen	Heard	Understood	Enthusiasm
1.				
2.				
3.				
4.				
5.				

HOME ACTIVITY

1. What did you learn and how did you do leading the activity at Meeting Two. Consider S.H.U. and your enthusiasm. What did you do best and what area would you like to improve on?

2. What situation in the next week could you use social recreation skills for? Look in the Ideas Guide and try an activity with your family, friends, etc. Explain the activity you tried and how you think it turned out.

MEETING THREE

TAKING CONTROL OF THE SITUATION

DATE: _____	Next Meeting: DATE: _____
TIME: _____	TIME: _____
PLACE: _____	PLACE: _____

ROLL CALL

What do you like to do when you don't have to do anything?

Recreation crosses all human boundaries and is practised by all groups. Suggest some group factors and physical settings that you need to think about when planning a program?

Just as when we go on a trip, we map our tour by thinking about the most direct route, the things we might see and the obstacles that could get in our way, we need to do the same thing when planning a social recreation program for others. For example, knowing whether you are going to be indoors or outside changes how you plan your program.

SITUATION ASSESSMENT

Situation assessment is very important and can determine the success of your program. Thinking of the factors you listed above as well as the following points, will keep you on track!

Group Size

Monopoly or Trivial Pursuit are great activities for a small group of four but are not good for a group of forty. When you are working with large groups, it is even more difficult than usual to be seen, heard, and understood (S.H.U.). Therefore, it is important to use activities that are simple and easy to explain; otherwise your group will quickly become distracted. On the other hand, small groups can usually handle more detailed activities that involve more explanation. Participants in a small group are more at ease to ask questions.

Age

This is the most important factor to consider when planning your program. Try not to insult your group by having activities that are "out of their range." Older people don't care for dancing to Michael Jackson any more than most teenagers enjoy an evening waltzing to Lawrence Welk. Generally, the younger the group, the more active your program. Older groups may enjoy tamer sports or mind games, where socializing is emphasized.

If you have a large age range, activities to suit everyone are in order, or split your group into smaller groups. If you have activities to be done in smaller groups, give a brief description of each activity and let the

people decide which group they want to join. This way you won't insult someone by making them do a particular activity. For example many seniors enjoy relays. People always seem to enjoy most the things they choose for themselves.

Physical Setting

The perfect setting for a recreation program is rare. Being flexible to the situation is the key to success. Problems like poor lighting, sound, and pillars in the room are possible and things you must consider. A big room can be just as much of a problem as a small one if you're not prepared. Always visit your physical setting before your program, or at least arrive early so you can decide how to best manage the situation. You'll find that any "less than best" situation can be overcome if you think clearly and adapt your activities to suit the situation.

Environment or Mood

Keeping your ideas in tune with the environment or mood of the setting is important. If you are in charge of recreation for your class and everyone is used to sitting all day, you can be sure that you will get a better response to setting up an outdoor volleyball net than you will to setting up a euchre tournament. Consider the needs and wants of your group. It's vital!

Physical vs. Mental Activities

Not all programs need to be active. Twisting the mind can be just as refreshing as twisting the body. Using mind games is an effective way to begin a program as people are arriving or as a wind down at the end of the evening.

Indoor vs. Outdoor Activities

Winter or summer, if the weather permits, most people enjoy outdoor activities best. The outdoors is particularly suited for the more active games or relays. Some of the difficulties associated with the outdoors are:

1. It's more difficult to keep everyone's attention.
2. The bright sun can cause vision problems.
3. The wind may blow your props away.
4. It may be difficult to be heard.

Thinking of these possible challenges before the program will allow you to plan ways to deal with them.



TAKING CONTROL

All of the obstacles we have talked about can cause you problems - if you let them. However, if you have the right attitude and use your skills you will overcome the obstacles and probably turn them into benefits. Here's an example of a mind twister that also gives you an important message.

Break the code to find what you have to do to take control of the situation.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

To break the code use the letter above or below the one you want as the code letter. So, the word FUN would be SHA in code.

OR _____
SYRKVOYR _____
means
NAQ _____
NQNCGNOYR! _____!

LET'S TRY SOME

Your leader is going to describe or lead you in three different activities. For each activity, decide what type of situation, and what kind of group the activity is best suited for.

Activity	Best Suited for	Why
1.	_____	_____
2.	_____	_____
3.	_____	_____

IT'S YOUR TURN

In groups of two or three, your leader will give you a situation. Your task is to assess or look at the situation and come up with a suitable activity for that group and setting. Use your Ideas Guide to help you.

Once you have decided on an activity, share your choice with your club and state why you chose it. If time permits, do the activity with your group.

Our situation was:

The activity we chose was:

We chose this activity because:

HOME ACTIVITY

1. Psst... We're letting you in on a secret. At Meeting Four, your club is going to decide on a group to do some social recreation for. Come prepared with two or three suggestions as to who your club could plan for.
2. Think of a local hall, church basement or school gym in your area. What would be the best size of group to have there for social recreation?

List the advantages of this room.

List any disadvantages this room might have and what you would do to work around the disadvantages.

MEETING FOUR

GUARANTEEING SUCCESS

DATE: _____	Next Meeting: DATE: _____
TIME: _____	TIME: _____
PLACE: _____	PLACE: _____

ROLL CALL

Name three things a social recreation leader does, or thinks about, when planning a program.

The most successful social recreation leaders, of any age, are only as good as the programs they plan. Successful social recreation seldom just happens. It is well thought out and planned.

Consider these three organizing tools and your program is bound to be a success:

a. SETTING YOUR SIGHTS

Determining what you want to happen and why will give you direction and guidelines. This could be called goal setting. Unless you have clear goals in your mind, your planning for the event may be haphazard.

The goals for a program will vary according to the type of group and the occasion. For example, a goal for a senior citizens' get-together may be to involve everyone and develop group friendliness. However, a goal for a 7-year-old's birthday party may involve controlling the children's excitement. Other types of goals may include:

- a. group cooperation
- b. having activities carried home and used elsewhere
- c. members enjoying activities and asking for more

The important thing to remember about goals is that they are guidelines for you and are intended to help meet the needs of the group that you are preparing for.

b. TOTAL TEAMWORK

It's best to use pairs, small groups or committees when planning a program. Even if one person may seem capable of organizing the whole thing, committee work has many advantages.

Discover some of the benefits of using committees by filling in the blanks with the best suited word. Your choice of words is: learn, ownership, suggestions, success, support, enthusiastic.

1. Committee members _____ from the experience.
2. Group ideas and _____ usually result in a better program.
3. Everyone takes _____. It's "our" event, instead of "yours".
4. During the actual event, the committee members will be more _____ and ready to _____ each other. This makes the event a _____.

How Do the Committees Work?

The whole committee or group should decide on things like:

- Who - Who are the participants or target group that we are preparing for?
- Where - Where will it take place?
- When - When will it happen? Think of the actual date as well as the beginning and ending time. It is important to know when you are going to wrap up because you want your program to end on a high note. Never let it die! As the saying goes "leave them wanting more."
- What - Decide on the theme or emphasis of your program or get together. A theme adds to the program and is the skeleton to which goals, ideas and activities can be built around. A theme may not always be needed, but it does add a great deal. Themes don't have to be fancy. A "Getting to Know You" or "Black & White" theme is fun. Your creativity is what counts.

Suggest four different themes:

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |

*** A Note about Committees

Your committee doesn't have to be a formal one with a chairperson or secretary. However, if you are a large group, it may help you get organized more quickly if a leader is chosen. As a group, decide how you want to organize yourselves, before you begin planning the program. The main thing is to make sure everyone is involved.

Once the whole committee has decided on the who, what, where and when factors, it is best to break into sub-committees to decide on HOW. Sub-committees divide a large task into smaller jobs and help things run efficiently.

Sub-committee responsibilities may include:

- invitations - make them personalized to fit the theme and include all of the important details
- decorations - these may or may not be necessary depending on the situation
- make them inexpensive and simple
 - they add to theme and atmosphere
- refreshments - good idea to have them fit theme if possible
- try to serve them in a unique way, rather than the standard line up.

- program - this sub-committee may wish to break down into more sub-committees
- their task is to provide a well-planned, yet flexible program

*** No committee has to work on its own if it doesn't wish to. Members can ask for the help and support of other members at any time. However, it is best if the actual committee sets its guidelines so members can direct their helpers. ***

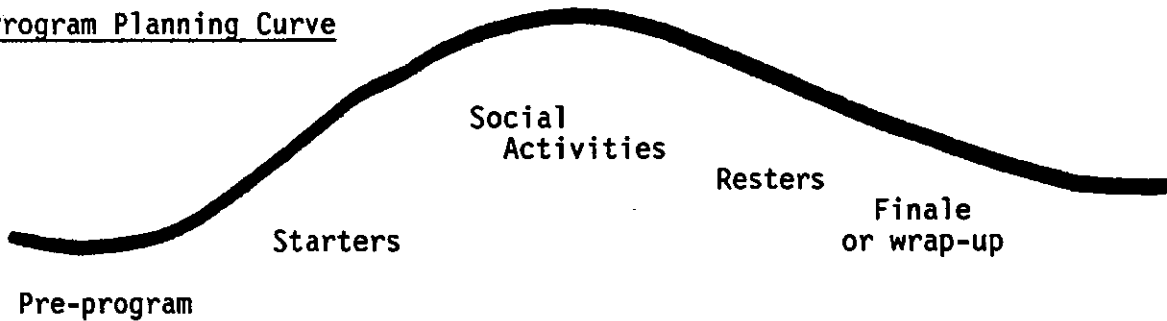
There may be other committees your group feels are necessary. List three other possible committees a group may need.

1. _____
2. _____
3. _____

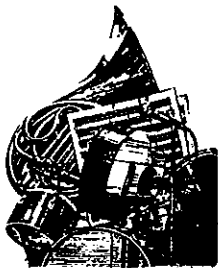
c. PUTTING IT TOGETHER

Planning program activities may seem difficult, but if you go step by step, your task will seem much easier. One strategy, or plan that has been successful is the following curve.

Program Planning Curve



Use the chart on the next page as a guideline to help you set up your program.



Extra, Extra, Read All About It!

The Power of Music

Consider using music all through a program to help set the pace. Soft background music may be appropriate when people are arriving. A fast, upbeat record is great during a relay. It helps build energy. Involving people with music by singsongs, dances or musical games is often very successful. The types of music you choose and how you use music will add to your program. Include it!

	PURPOSE	KEEP IN MIND	SUGGESTED ACTIVITY TYPES
Pre-program "On Your Mark"	<ul style="list-style-type: none"> - activities for early arrivers - hold their interest - informal welcome 	<ul style="list-style-type: none"> - be individual activities - easily explained and done - require no special skills 	<ul style="list-style-type: none"> - get acquainted - guessing games - conversational activities - music playing as people arrive - puzzles - paper games
Starters "Get-Set"	<ul style="list-style-type: none"> - makes group feel at ease - introduces them to leading group and each other 	<ul style="list-style-type: none"> - should be group activities, not individualized - comfortable for everyone to enter into - use more than one if you need to build group spirit 	<ul style="list-style-type: none"> - musical mixers - large circle games - get acquainted - partner pairing activities
Social Activities "GO"	<ul style="list-style-type: none"> - group is at ease and involved - organization depends on nature of group, location, theme and time allowed 	<ul style="list-style-type: none"> - flexible part of program - plan more than you'll need - can be done in two sections if meeting is long (after starters and then after refreshments or the speaker) - don't wear out your group - alternate active periods with slower paced times 	<ul style="list-style-type: none"> - circle and line games - relays - fun dances - group contests - individual challengers
Resters "Relax"	<ul style="list-style-type: none"> - quiet participation - calming down 	<ul style="list-style-type: none"> - keep control and keep things moving - group usually sitting for this - total group activities with minimum movement - good time for entertainment 	<ul style="list-style-type: none"> - leader stunts - songs - guessing games - brain teasers - entertainment
Finale "Unwind"	<ul style="list-style-type: none"> - stops the program rather than letting it die 	<ul style="list-style-type: none"> - should be interesting, soothing - works well if held after refreshments 	<ul style="list-style-type: none"> - short story - sing song - inspirational material with meaning for the group - leader gimmick

We've got it all together but....

- a. A practice or rehearsal prior to your program will clue everyone in to what others are doing. Make sure all of the committees know the activities so they can help your guests. Share the jobs at the program. Just because someone worked on invitations, doesn't mean he or she can't lead an activity or greet people when they arrive.
- b. An evaluation after the program is very important. Nothing can improve if you aren't aware of its strengths and weaknesses. Evaluation should be done as a group and individually. Consider these topics when you evaluate.
 - i. Objectives: Did we meet the goals we set?
Were our goals realistic?
 - ii. Teamwork: Was everyone involved?
Did the committees perform their tasks?
Were there other committees we could have had?
 - iii. Program: Did the program follow the planning curve?
Were the activities appropriate for the group?

Highlights and strengths of OUR program. (Find at least three.)

- 1. _____
- 2. _____
- 3. _____

Weaknesses that could be improved. (Don't be harsh on yourself. Be realistic and choose things you have control of.)

- 1. _____
- 2. _____
- 3. _____

Social recreation preparation can be summed up with the 5 P's:

5 P's =

- Plan
- Prepare
- Practice
- Present
- Ponder

Follow the 5 P's and you will be guaranteed success!

IT'S YOUR TURN

In Meeting Six your club will have the opportunity to share your skills with another group or organization. The choice is yours. Here are some possible ideas:

- lighten a mother's load and plan and present a child's birthday party
- visit a seniors' group and share with them an evening of recreation
- have a get-together with another club
- offer to provide the social recreation at the annual meeting of your local fair
- a club party
- a grandparent's birthday party
- an activity that your club comes up with and your leader okays

The possibilities are endless!

Once your club has chosen a "target group", begin the planning process. Set your goals, form committees and use the program planning curve and worksheet to help you out. Don't forget about the Ideas Guide and use other activities that you are aware of. Have fun!

HOME ACTIVITY

Planning our Program

Who: _____

What: _____

When: _____

Where: _____

The committee(s) I am on include:

1. Work on your responsibilities for the program and be prepared to report about what you have done for the next meeting.
2. Come up with at least one suitable activity or idea that could be used at your program. Share this with the appropriate committee at your next meeting.

MEETING FIVE

WHAT I MEAN TO SAY IS ...

DATE: _____	Next Meeting: DATE: _____
TIME: _____	TIME: _____
PLACE: _____	PLACE: _____

ROLL CALL

Have you ever addressed a group? Describe the group.

WHO IS MY AUDIENCE?

Preparing for and reacting to the audience you are presenting to is your key to success. In the same fashion as in Meeting Three, you must assess your audience and then prepare yourself to meet their interests and needs.

List 4 things about your audience that you need to consider?

1. _____
2. _____
3. _____
4. _____

SO, WHAT DO I SPEAK ABOUT?

Choosing a topic can often seem difficult, but it doesn't have to be. Generally, if you are invited to speak, you will be asked to talk on a topic you are already familiar with. If you are able to make the choice, always go with a topic that you know about or have experienced. It makes your workload lighter and it will relax you. Also consider a topic that will be interesting to your listeners.

HOW DO I GET READY?

Preparation is your next step. For most presentations, you will be an expert in your topic and so very little research will be required. The idea is to prepare your material so it can be presented in an interesting fashion. Put yourself in the shoes of the audience and then choose what part of your material is relevant and interesting to them.

- write the information in point form in a logical order
- try not to write it out word for word
- point form allows you to concentrate on your audience rather than saying the exact words
- point form also allows more eye contact, which is vital for audience contact

PUTTING IT ALL TOGETHER

Any presentation can be broken into these three basic parts.

1. Tell them what you are going to say (introduction).
2. Tell them (body).
3. Tell them what you have told them (summary).

Introduction

Your introduction should be brief and interesting. Make it thought provoking. Let your audience know what they are about to learn.

Body

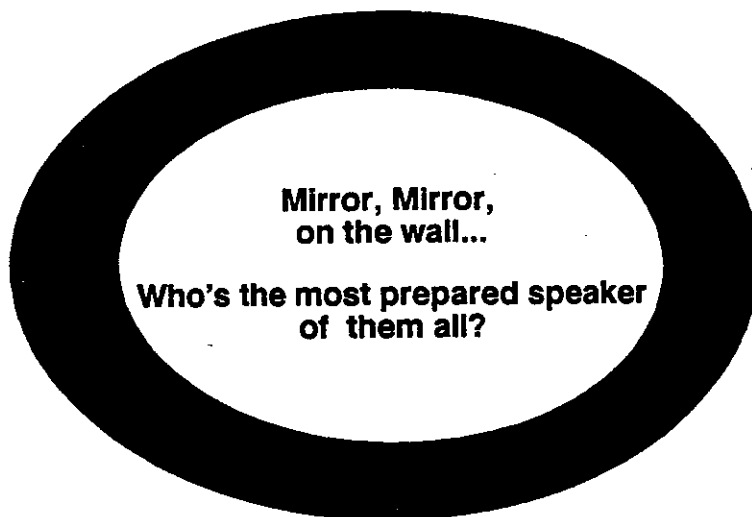
In this portion you take as long as you require to get your message across so that everyone understands it (and no one falls asleep). Try to have a step by step process so there is flow from one point to the next.

Summary

Briefly state your message again. Keep in mind that people remember best what you say last!

PRACTICE MAKES PERFECT

Experienced presenters say this is the key to success. It is best to work out the rough spots in front of a mirror or a friend before you reach the podium. Use the hand actions and props you intend to use during your real presentation. You will be amazed how watching yourself helps you to pick up on the little quirks and habits that may take away from your presentation. Some quirks or habits that may distract your audience include: shifting your weight from one foot to the other, jiggling keys or too many hand movements. In this technological age you may even want to use a V.C.R. or tape recorder to tape you while you practise.



BODY LANGUAGE - IT'S IMPOSSIBLE NOT TO COMMUNICATE

We have all heard of body language or non-verbal communication. This type of language involves the messages we give people by the way we sit, move, dress, our eye contact, etc. Non-verbal communication plays a very big part in the information we give others. It not only includes our body messages, but the messages we send by our tone of voice, the speed at which we talk and the vocabulary we use. What percentage of our communication with others would you guess to be non-verbal?

My guess is _____% Statistics say approximately _____%

It is evident that we should always keep in mind the "silent message" we are giving others.

Some Do's and Don'ts of Presenting

DO

- be confident
- use your natural body language
- project your voice over the group
- vary the tone of your voice
- keep eye contact
- use examples and props
- SMILE!

DON'T

- read your message
- submit to nervous habits
- prop yourself up on furniture
- make jokes about your audience
(if you must joke, joke about yourself)

IT'S YOUR TURN

With your group in a circle, take turns, starting in alphabetical order, speaking for 30 seconds about: a) your favorite 4-H experience, b) an extracurricular activity you're involved with, or, c) any topic of your choice. Have fun. Let your leader be the time keeper.

Now wasn't that easy? Being an expert in your chosen topic gives you a definite advantage. If time permits, do this again, only speak for 45 seconds and reverse the order.

PLEASED TO MEET YOU

Many times in your life you will have to make informal introductions of people. That is, introduce people you are familiar with, who don't yet know each other. The format is simple. The introducer says "John Doe, I would like you to meet Frank Smith."

You may add information that is relevant to both people. For example, at a family reunion you might mention that Frank is John's fifth cousin. The additional information should not be detailed and will hopefully lead to further conversation.

LET'S TRY IT

Starting with the tallest person in your club, introduce the person on your right to the rest of the club.

INTRODUCING AND THANKING SPEAKERS (FORMALLY)

In both of these cases, the emphasis of your efforts should be on the speaker.

Your purpose as the introducer is to make the audience look forward to what they are about to hear. You can do this by:

1. Gathering information about the speaker. Talk to him/her beforehand.
2. Organize the information. Pay particular attention to the points that make the speaker an expert in his/her chosen topic.

3. Begin by listing the important accomplishments the speaker has achieved, emphasizing how much you look forward to his/her message. Then say his/her name and take your seat in the audience.
4. Jokes are out of order here because they draw attention to you and away from the speaker.

THANKING THE SPEAKER

A successful thank you will let the speaker know that you received his/her message and that it was enjoyed. This can be done by:

1. Jotting down important points made during the presentation so you will be able to refer to them.
2. Do not give opinions about the speaker's presentation. The entire audience may not be in agreement with you.
3. If possible, mention what action or thoughts the group will have in response to his/her presentation.
4. The thank you should be brief and should not contain jokes that will take away from the speaker's talk.
5. This is the proper time to present a gift if one is going to be presented.

LET'S TRY IT

Divide into groups of two and decide who is A and who is B. Your topic is "My Family." A should take 30 seconds and interview B to find out why B is an expert on the topic. Then A may introduce B to the group. Pretend that the talk on "My Family" is finished and now B will thank A for a fine presentation.

INCREASING YOUR VOLUME

Speaking loudly and clearly is vital in any presentation. However sometimes it is necessary to use a microphone to help project your voice.

Microphones:

1. make sure your voice is heard everywhere in the room
2. save your voice during long presentations
3. project your voice in the event you must have your back to the audience.

Many people appear to be afraid of microphones. Don't let them bother you. Here are some suggestions to help you feel more confident.

1. Be sure you are projecting your voice into the microphone. You can speak either directly into, or over the top of it.
2. Hold the "mike" close to your mouth but be careful that it is not too close or your P's will pop.
3. Before you begin your program, be sure you know how to operate it and that the volume is carefully adjusted.
4. Make any adjustments to the mike or stand before you begin to speak.
5. If you experience feedback (a high squealing noise), it is often because you are in front of the speaker or the volume is too high. Check this before the program begins.



If you have access to a microphone, take turns speaking into it. Recite a poem or the 4-H pledge if you can't think of anything to say. Make sure everyone can hear you.

LET'S GET READY

Spend the rest of your meeting time making the final preparations for the program your club is planning and going to present for Meeting Six. Keep in mind the 5 P's and the planning curve. Use them as a checklist to make sure all of the details are taken care of.

HOME ACTIVITY

1. Think of three topics you would feel comfortable speaking about in front of a group.

- a) _____
- b) _____
- c) _____

2. Do your final preparations for Meeting Six. If you have to get equipment or a costume together, get them ready to go.

List of things I must do and/or take for our presentation:

MEETING SIX

ON WITH THE SHOW!

DATE: _____

TIME: _____

PLACE: _____

ROLL CALL

What did you like best about preparing for and/or presenting your program?

All of your planning, preparing and practice will finally pay off. Present your program for your target group. Enjoy the experience!

*** After your presentation, this short meeting is very important to help your group think about what happened. ***

LET'S THINK FOR A MINUTE

Review the suggested evaluation questions in Meeting Four. As a club, evaluate your thoughts and reactions to the program you presented.

What were our objectives and did we meet them?

Was everyone involved?

Did the committees perform their tasks?

Were there other committees we could have had? If so, what things would they have been in charge of?

Were the activities appropriate? Why or why not?

Did the program follow the planning curve suggested in Meeting Four? Name an activity you did from each part of the curve.

Highlights of the program:

Areas that could be improved:

ON YOUR OWN

Do your own evaluation of the program. Think about your own answers to the evaluation questions that you answered as a club. Also, consider your own thoughts and feelings about the role you took in the planning and presentation.

GOAL SETTING

If I were to do this again, I would like to be involved in planning or presenting...(List what different thing(s) you would like to try.)

PROJECT SUMMARY

A. Member Comments:

1. What did you gain from taking this project?

2. Which meeting or topic was the most/least interesting? Why?

Most: _____

Least: _____

3. Comment and/or give suggestions for improvements on the overall project (eg. activities/exercises, achievement program, home activities, senior projects, judging information).

4. What interests would you like to explore through future 4-H projects?

B. Parent/Guardian Comments: _____

C. Leader Comments: _____

This project has been completed satisfactorily.

Member _____ Leader _____

Date _____ Leader _____

**RETIRED
4-H PROJECT**

Social Recreation

IDEAS GUIDE



**Ontario
4-H Council**



**Ministry of Agriculture,
Food and Rural Affairs**

IDEAS ON HOW TO GET INTO GROUPS

1. Use a deck of cards. Four suits, or blacks and reds for two groups. "Shuffling the deck" to mix up groups if you want to change groups.
2. Use stick'em dots. You can buy the white and color on them to fit your group or buy the colored ones. On the white ones, you can mark an X or circle them with a dot in them. Use your imagination. Or as the people take a dot and put it on their body, break the group up as to where they placed their dot, upper half or lower half.
3. Birthdays months. Ask everyone to find their group with their birthday and join into a group. Or call out month by month and as a leader you could put January, February and March together, etc., putting in any number you want.
4. Seasons of the year. Have group name off spring, summer, fall or winter.
5. Name tags. Have colored name tags or some marking as people come in and sign a name tag.
6. If you have a paper game as people come in, have these color coordinated and then have everyone get in a group with their own color of paper.
7. Have everyone get in groups with people that have the same number of letters in their first, last or middle name or all three.
8. Calling out numbers. Have music playing and people milling around. When music stops, call out a number and have people get in the group and circle up as music keeps playing. Try different numbers, having the groups do a little activity - shake hands, sing a song, hop on one foot - before changing the size of a group. When they finally form into the size and number of groups you want, you're all ready for some team games, small circle games or refreshments.
9. Puzzle find. Have cardboard pieces on chairs as kids come in. Have them put their puzzle together and stay in that group.

STRETCHERS AND ICE BREAKERS

1. Hissing. Everybody hiss - see who can last longest.
2. Turn and shake. Ask everyone to wait till you say "go" and then turn and shake with the person on their left (or behind them).
3. Hanky drop. Throw a hanky in the air, tell everyone to laugh while it is in the air but stop when it hits the ground.
4. Serious smile. Ask everyone to smile a serious smile.
5. Hand clapper. Ask group to clap their hands each time you pass your hands over each other. Develop various rhythmic hand claps and finally have all clap fast. Respond - "Thanks for the applause".
6. Count Three. Tell group "When I count to three everyone stand". (Count but count unevenly so that they can't do it together.)
7. Stand a minute. Ask group to stand up and after they think a minute has elapsed, sit down. See who guesses the closest to 60 seconds.
8. Finger arithmetic. Have the total group pair off. At the count of three each of the two people should raise from one to five fingers. The object is to see which person can be first to give the total number of fingers raised. Have group try subtracting and multiplying also.
9. Crosswires. Everyone grasps the top of his nose with his right hand, clasps his right ear with his left hand. On a count of three everyone claps hands once and reverses the position of hands; placing the right hand to the left ear and the left hand to the nose. Repeat several times in rhythm.

GET-ACQUAINTED

1. Lucky handshake. Several pennies are distributed throughout the crowd. The people with the pennies are told to give them away to the 10th person they shake hands with. This encourages mass hand shaking.
2. Animal scramble. This is an exercise to get people into groups. The leader will divide the group by whispering either cow or duck (or more if you want more groups) into each player's ear. Then at the signal, each player will close their eyes and the players will all make the sound of a cow "mooing" or a duck "quacking" until everyone is together in their group.
3. Yes or no. Players are given ten or fifteen dried beans each, and are told to circulate around and ask each other questions on any subject. Any player who answers with a "yes" or "no" must pay the questioner with a bean as forfeit. Sounds or gestures like "uh-huh" or "nope" or shaking one's head to indicate "yes" or "no" are also penalized. The game continues for several minutes, as players move around rapidly trying to win beans from each other. At the end, they count their trophies, and the player with the most beans wins.
4. Name acrostics.
Audience: large groups
Equipment: paper and pencils

As the players arrive, give each one a sheet of paper and a pencil. The player's full name is to be written so that the letters are under each other as in the illustration.

Each player then goes around the room, introducing himself and getting names of other players. If a name has a letter in common with his, he writes it in by that letter. Each person tries to get another player's name for every letter in his name.

M	M
A	Arthur Jones
R	R
Y	Henry Black
S	LisLe Carter
M	M
I	I
T	T
H	John Hanson

5. Name game. Get into small groups and one person starts with saying their name and adding an adjective to it using the first letter with their own name such as "My name is Mary, marvelous Mary" and continue around the circle with everyone repeating the first person's name and adjective.

6. Bingo.

Audience: large group

Equipment: bingo cards, pencils

Hand out cards to people as they come in the door. Have players fill the boxes on their cards with the names of different persons at the party. When a person's card is filled, have him sit in a designated area. (Remember that the leaders should participate also.) After everyone has been seated, the leader gets up and calls out one name on his card. The person whose name was called then gets up and calls out a name on his card. The procedure continues until a "bingo" occurs. A "bingo" occurs when all the names on one line vertically, horizontally or diagonally have been called. You can call several times until you think it's an appropriate stopping place.

7. Tearable occupation. Each person is given a piece of paper and asked to tear out (without first drawing it) some symbol of his occupation (or hobby). These are pinned on the front of each person and all guess the occupation of the others.

8. One, two, three, change. The partners stand back to back with elbows hooked together. An odd player who is "it" stands in the center and calls "one, two, three, change". He gets a partner and so do all players except one, who becomes "it" next time. No pair is safe until both elbows are locked. This may be used as a get-acquainted game.

9. Crazy handshakes. Before starting this game have the group form a double ring circle, with partners facing. These partners do not have to be male/female. When the music begins the outside circle walks in a counterclockwise direction while the inside circle walks in a clockwise direction. When it stops everyone faces his new partner. The leader will then call out any one of a number of different types of handshakes. The players introduce themselves using these "crazy handshakes". Some handshakes that are fun are these:

Chinese handshakes - shake one's own hand and bow three times.

Deadfish - weak clasp, barely shaking.

Paul Bunyan - grasp one's own right thumb in left fist, hold other person's right hand with own right hand (what remains) and "saw".

Pumphandle handshake - vigorous up and down motion.

Dairyman's - one person interlaces fingers leaving thumbs free; the other person vigorously "milks" the thumbs.

Henry Ford - vigorous cranking motion while shaking.

Victory - clasp one's own hand above head and shout "hooray".

10. Zig and zag. Players sit or stand in a circle with one or more "it". When "it" points at a player and says "zig", the player must say the first name of the player to the right before "it" counts to ten. If not the player becomes "it". For "zag" it is the name of the player to the left. Add "zug" and the player has to say his own name. This is harder than you think.

11. Who am I? As the members arrive, pin the name of a famous person on the back of each. Players move about the group trying to identify their names by asking questions. When correctly identified, the person pins the name on his lapel and may be called by that name for the remainder of the evening. Only "yes" and "no" may be used in answering questions. Variations: use names of nursery rhyme characters, comic book characters, etc.
12. Who did it? Divide the group into small circles of approximately twelve persons. "It" stands in the center, points suddenly at someone, says "who did it?" and counts slowly to ten. The player must notice which hand "it" is using. If the right hand is used, the player must say "I cannot tell a lie - (gives right hand neighbor's name) did it". If "it" points with the left hand, the player "blames" the one on his left. The player must respond correctly before "it" counts ten or must change places with "it".
13. Sack shake. Tie a paper sack on each guest's writing hand. Guests move about shaking hands, trying to keep the paper bag in good condition. Then have the person shaking your hand sign your bag with his opposite hand. Each person counts the number of people whose hand he shook. Give a prize to the person who shook hands with the most people and to the one who has the least battered paper bag.
14. Back to back. Leader calls out "back to back" and everyone finds a partner. After the leader blows the whistle everyone scrambles to find a new partner and does what the leader calls out. For example, knee to knee, right arm to right arm, etc. Introduce yourself also.
15. I, me or my. Five beans are given out as the participants arrive. Instruct the participants to engage each other in conversation. Any time someone says "I", "me" or "my" he must pay a forfeit of one token to his partner in conversation. Whoever has the most beans at the end of the game wins.
16. Move on. Each player is seated on a chair in circle formation. The leader calls out different categories, e.g. "all those with running shoes on, move on". Everyone wearing running shoes moves one chair to the right. If there is someone on that chair, the mover sits on his knee. If it's the person on the bottom who falls into the category everyone on top must move on too. Every time a person makes a move they must introduce themselves to the person they "land" on.
17. The nose knows. Fill bottles or jars with different liquids, spices, etc., and have each individual decide what they are. Examples could be tea, vinegar, lemon, etc. Hand out paper and pencils so they can write down their answers.
18. I've got your number. Give each guest a number which is pinned in an open place and worn throughout the game. Now give each person a slip of instructions such as the following: "Introduce four to three", "shake hands with six and seven" or ask questions and have different numbers answer you. This is a good mixer.

BRAIN TEASERS / PAPER GAMES

1. Can you spell?

Can you spell the following in two letters?

- | | | | |
|-------------|----|---------------------|----|
| 1. Chilly | IC | 7. Composition | SA |
| 2. Too much | XS | 8. Indian tent | TP |
| 3. Rot | DK | 9. Poorly dressed | CD |
| 4. Not hard | EZ | 10. Surpass | XL |
| 5. Vacant | MT | 11. An octogenarian | AT |
| 6. Jealousy | NV | 12. Results | FX |

2. Pick your country.

1. What country expresses anger? Ireland.
2. What country has a good appetite? Hungary.
3. What country mourns? Wales.
4. What country is popular on Thanksgiving Day? Turkey.
5. What country does the cook use? Greece.
6. What country is a coin? Guinea.
7. What country is good for skaters? Iceland.
8. What country is used at mealtimes? China.
9. What country makes you shiver? Chile.
10. What country suggests a straw hat? Panama.

3. Transportation scramble.

Here are some modes of transportation scrambled. What are they?

	Answers:
tfra	raft
ranit	train
ceyiblc	bicycle
cukrt	truck
lmaec	camel
rotyell	trolley
cotxra	ox cart
torwboa	rowboat
lisgeh	sleigh
noace	canoe
seorh	horse
relaevot	elevator
taslioab	sailboat
nagow	wagon
mobautileo	automobile

4. Can you decode these letters?

e.g. 16 = 0 in a P 16 ounces in a pound

7 = D in a P N
76 = T in the B P
1 = P in a P T

Answers:
7 digits in a phone number
76 trombones in the big parade
1 partridge in a pear tree

- | | |
|----------------------------|--------------------------------------|
| 4 = Q in a G | 4 quarts in a gallon |
| 18 = H on a G C | 18 holes in a golf course |
| 9 = P in the S S | 9 planets in the solar system |
| 57 = H V | 57 Heinz varieties |
| 54 = C in a D (with the J) | 54 cards in a deck (with the jokers) |
| 29 = D in F in a L Y | 29 days in February in a leap year |
| 24 = H in a D | 24 hours in a day |

5. Know your alphabet.

What letter of the alphabet is also

- | | |
|--------------------------------|--|
| 1. A vegetable P | 9. A part of a house L |
| 2. A drink T | 10. A bird J |
| 3. A body of water C | 11. A unit of measure in printing .. M |
| 4. A command to a horse G | 12. Half the width of an em N |
| 5. Part of the head I | 13. A clue. An actor's signal Q |
| 6. An exclamation O | 14. A query Y |
| 7. A female sheep U | 15. A river in Scotland D |
| 8. An insect B | |

6. Are you creative?

Word hints to creativity:

Object: think of a fourth word related to all three words listed below.

Eg. cookies heart sixteen The answer is "sweet".
Cookies are sweet; sweet is part of the word sweetheart and part of the phrase "sweet sixteen".

- | | | |
|-------------|---------|----------|
| 1. surprise | line | birthday |
| 2. base | snow | dance |
| 3. rat | blue | cottage |
| 4. nap | bird | call |
| 5. golf | foot | country |
| 6. tiger | news | plate |
| 7. painting | bowl | nail |
| 8. maple | beet | loaf |
| 9. show | oak | plan |
| 10. light | village | golf |

Answers:

- | | | | |
|----------|-----------|-----------|----------|
| 1. party | 2. ball | 3. cheese | 4. cat |
| 5. club | 6. paper | 7. finger | 8. sugar |
| 9. floor | 10. green | | |

7. Phunny phrases

1. SAND

10. 0°

M.D.
Ph.D.
L.L.D.

17. MIND

MATTER

2. MAN

BOARD

18. HE'S/HIMSELF

3. STAND

I

11. KNEE
LIGHT

19. ECNALG

4. /READING/

20. BA NANA

5. WEAR

LONG

12. ii ii

oo oo

21. DEATH/LIFE

6. R
ROAD
A
D

13. CHAIR
14. DICE
DICE

22. ESGG
GESG
GGES

7. CYCLE
CYCLE
CYCLE

15. T
O
U
C
H

23. GI

CCCCC

8. T
O
W
N

16. GROUND

FEET
FEET
FEET
FEET
FEET
FEET

9. LE
VEL

Answers:

- 1. sandbox
- 2. man overboard
- 3. I understand
- 4. reading between the lines
- 5. long underwear
- 6. crossroad
- 7. tricycle
- 8. downtown
- 9. split level
- 10. 3° below 0
- 11. neon light
- 12. circles under the eyes

13. high chair
14. paradise
15. touchdown
16. 6' under ground
17. mind over matter
18. he's beside himself
19. backwards glance
20. banana split
21. life after death
22. scrambled eggs
23. GI overseas

8. 4-H Information scramble

Unscramble the ten things you need in order to have a 4-H club.

1. SEDRALE
2. BMEEMSR
3. EEGNMIT CEPAL
4. JORECPT SEEALRD
5. TEEEMACVNHI YDA
6. TSRPDNEIE
7. -H4 LEGEDP
8. VOMMNYTIC TCOREPJ
9. SRAEPTIN

Answers:

- | | |
|--------------------|----------------------|
| 1. Leaders | 6. President |
| 2. Members | 7. 4-H Pledge |
| 3. Meeting place | 8. Community project |
| 4. Project leaders | 9. Parents |
| 5. Achievement day | |

9. Rhyme time.

There are fifteen phrases listed below. Each phrase can be converted into two words that rhyme.

Example: happy father glad dad

- | | |
|----------------------------------|-----------------|
| 1. naughty boy | <u>Answers:</u> |
| 2. small skinny horse | bad tad |
| 3. antique seat | bony pony |
| 4. delicious fudge | rare chair |
| 5. large hog | dandy candy |
| 6. small frankfurter | big pig |
| 7. fine orchestra | teenie weenie |
| 8. 300-watt bulb | grand band |
| 9. ordinary walking stick | bright light |
| 10. Saturday for school children | plain cane |
| 11. overweight rodent | play day |
| 12. smooth hen | fat rat |
| 13. irritated employer | slick chick |
| 14. comical rabbit | cross boss |
| 15. loafing flower | funny bunny |
| | lazy daisy |

10. Terms in baseball

1. a summer pest
2. hosiery tear
3. inaccurate
4. holiday dinner
5. a successful effort
6. vessel for pouring
7. used for pancakes
8. a good foundation
9. to take unlawfully
10. a type of cake
11. a dinner necessity
12. if you forget your door key
13. a disguise
14. dispenses judgement
15. proprietor of dog pound
16. a coveted jewel
17. given for charity
18. dangerous highways
19. an offering
20. to multiply by two
21. it flies only at night
22. unmarried
23. a famous Greek poet
24. used to gain relief in hot weather
25. hesitate
26. car accident

Answers (not in order):

- a. ball
- b. sacrifice
- c. homer
- d. bat
- e. fan
- f. fly
- g. out
- h. plate
- i. foul
- j. short stop
- k. base
- l. double
- m. single
- n. run
- o. error
- p. catcher
- q. steal
- r. fake
- s. batter
- t. pitcher
- u. umpire
- v. diamond
- w. bunt
- x. hit
- y. balk
- z. hit and run

ACTIVE GAMES

1. Donkey and fiddler.
Audience: any size

The players stand in a circle facing the center. A stopping signal such as arms raised for attention is agreed on. Two hand motions are selected and practised. One is to place thumbs at ears and wiggle fingers to represent "donkey". The other is to hold and "saw" on an imaginary "fiddle". The game starts with one player as "it". "It" goes up to a player in the circle and "wiggles ears". The player immediately "fiddles". In an uneven rhythm "it" changes motion to "fiddling" and back to "wiggling ears" in an attempt to catch the player doing the same thing he is doing. As each player is caught, he helps to catch others. Signal for stopping is given when most players are caught. This game is good as a quick icebreaker to get everyone moving and laughing.

2. Our cook doesn't like peas. One player starts the game by saying "Our cook doesn't like peas. What can we have for dinner?" He points his finger at some player who must quickly answer with some article of food. To be acceptable, the article must be one that is spelled without the letter "P". Onions, garlic, cabbage, chocolate, celery and the like are accepted, but, if the player answers with peas, pumpkin pie, parsnips or some other word having the letter "P", the leader will say "I am sorry, but our cook will not prepare that". A player who answers incorrectly may be required to pay a forfeit. Or the game may be played until most of the players get the idea.
3. Buzz. One player starts the game by counting "one". Others in turn count "two", "three", "four", "five", "six". When "seven" is reached that player must say "buzz". The counting continues but any time there is a multiple of seven or any number with seven in it, the player must say "buzz". Thus 14, 21, 28 and others that are multiples of seven and 17, 27, 37 and others containing seven must not be repeated. "Buzz" is substituted in their place. Penalty for infraction of rule is paying a forfeit or leaving the game.
Variation: "Fizz-buzz". More complicated - use "fizz" for the number five and "buzz" for the number seven and play as above.
4. Horse for sale. Players sit or stand in a circle facing center. Two people are in the center. One is the "seller" and one is the "horse". The "seller" takes the "horse" to a player in the circle and offers to sell the horse. The object is to make the "buyer" laugh while discussing the merits of the "horse for sale". The "seller" uses whatever sales talk he can think of, and the "horse" assists by appropriate actions and sounds. If the "buyer" smiles or laughs he then becomes the "horse", the "horse" graduates to "seller" and the "seller" takes a place in the circle. If the group is large, have two or more selling teams to keep interest and action going.
5. Unsupported circle. This game is also called "Knees". Any number can play. The group stands in a circle, shoulder to shoulder. All turn and face the same way. Then gently sit down on the knees of the person behind you. If gravity wins, try again! Then see how many tricks you can perform while perched on each other's knees.

6. Knots. Players "tie" a big knot by standing in a circle and reaching in to grab a hand. Be sure that no one takes the hand of a person beside him and that he does not hold hands of the same person. Players then try to "untie" the knot by twisting and turning, etc.
7. Who's the leader? The players stand in a circle. One player is "it" and leaves the room. The rest of the group selects a player in the circle to be their leader. When "it" returns, the leader starts a motion and every member of circle follows suit immediately. Without seeming to watch the leader or give any sign that he is the one who makes the changes in motion, each player in the circle does what the leader is doing as soon as possible after he makes a change in motion. "It" must identify the leader. If "it" fails in three tries, he must go out while a new leader is chosen. If "it" does guess the leader, the leader becomes "it".
8. Progressive songs. The name of a familiar song is announced. Each table is given a large sheet of paper. First person writes down the first word, etc. If one cannot think of the word, he writes down his last name in its place. When the song is finished, words are given to someone who can sing, and he sings it as it is written.
9. Balloon break.
Equipment: balloons and strings

Each player is given a balloon tied to a string (18-24 in. works best). Players should be in stocking feet. When a signal is given, players attempt to break other balloons while protecting their own. A player is eliminated from the game once his balloon is broken. The last with an unbroken balloon wins.

Variation: Poke dance (couples)

Everyone is in couples; everyone has a balloon tied by string to his/her ankle. Each couple must try to burst other couples' balloons without breaking their own. When both balloons are broken, the couple is eliminated. The last couple with a balloon left is the winner.

10. Mend the wall. Two players are selected from the group, one to be the chaser and one to be the runner. The chaser may be called the "cat" and the runner, the "mouse". All other players stand in a circle with hands at their sides and a small space between them and their neighbors. The "cat" stands at the outside of the circle and the "mouse" starts on the inside. Someone acting as leader counts to ten. During this time the "cat" stands still but the "mouse" starts to "mend the wall". Mending the wall means that each time the "mouse" goes between two people in the circle, they join hands and thus close a hole in the wall.

The "cat" may run in or out of the circle through any hole not mended, but may not go through any of the mended places in the wall. The "mouse" may not only attempt to mend all the gaps in the wall, but he may go under those portions of the wall which have already been mended in order to escape the "cat". If the "mouse" can mend all the gaps in the wall before he is tagged by the "cat", the "mouse" is the winner. If the "cat" is able to tag the "mouse" before the circle is completely mended, the "cat" is the winner.

Two people are then selected to take the place of the "cat" and "mouse". Everyone else drops hands. The game begins again with all the wall to be mended.

11. Water relay.

Equipment: bucket, cup and milk bottle/team, water

A bucket of water and a cup are placed at the head of each line and a milk bottle at the foot. At the starting signal the player nearest the bucket dips up a cup of water and passes it down the line. The last one pours it into the bottle, runs to the head of the line and so on until the milk bottle is full. This should be played only outdoors or on floors that water will not damage.

12. Toothpick and lifesaver relay

Equipment: toothpicks, lifesavers

Give each player a toothpick to hold in his mouth. Hands are held in back so they will not be used. A lifesaver or ring is placed on the first player's toothpick and passed down the line without using hands. If lifesaver is dropped it must start back at the beginning of the line. The first team to get the lifesaver to the end of the line wins.

13. Man, crab, monkey relay. Name each player of the team in turn - man, crab, monkey. The "man" runs to the goal and back. The "crab" walks backwards both ways. The "monkey" runs on all fours. First team to get all players across a line and back wins.

14. Hospital relay.

1. Leg amputated (hop on one leg).
2. Cartilage removal on knees (drag body with arms).
3. Two crushed feet (slide on bottom).
4. Crushed disc in back (grab ankle with hand).
5. Ambulance case (carry one person in chair, repeat three times).
6. Memory lapse (walk backwards).
7. Brain surgery - ooops! (walk in a circle down, run back).
8. Siamese twins (hook arms and walk back to back).
9. Doctor on emergency (run!)

15. Lariat tag. Three players who run in a line with hands clasped are "it". To tag another player they must surround him and hold him within their circle. When a player is caught he joins the line until there are six. Then the line breaks up into two groups of three, both of which continue to tag until all are caught.

16. Panty hose, glove relay. Teams run to opposite end, put on gloves, put on panty hose, take off both and run back. Variations: time each other; use 3 or 4 people.

17. Seeing and remembering. On a table are placed several articles which are kept out of sight or covered until the game is started. The participants form small groups of three or four and walk past the uncovered table in single file. The players now find seats in their groups and the table is covered again. At a given signal players name the objects which they remember and a group secretly writes them down as fast as possible. When a signal is given for the secretaries to stop writing, they check their lists as the objects are enumerated by the leader. The group with the longest and most correct list wins. This also may be used as an individual game.
18. Be an actor or actress. Divide the players into groups. Each group sends a representative to the leaders who gives a word or idea to be pantomimed or expressed in some way. Each representative hurries back to his own group and using his ingenuity, tries to convey the idea to the group without telling them in words. The person who first guesses the correct answer wins a point for his group. Continue playing with a different member going to the leader each time. The group earning the most points wins.
Variation: Give the representative of each group a pencil and card with which he will draw a picture of the idea. The group that first guesses the idea from the picture wins.
19. Squeak, piggy, squeak. All players sit in a circle and one player is chosen to be blindfolded. He is given a cushion which he places on someone's lap and then sits on it. The blindfolded player then says "Squeak, piggy, squeak" and the person he is sitting on must squeak three times. The blindfolded player must then guess who he is sitting on. If he guesses right, he joins the circle and "piggy" becomes the next player in the blindfold.
20. Funny headlines. Each team is handed a few pages from any popular newspaper. With scissors and paste, using only complete words taken from headlines or display advertisements, funny headlines of at least four words have to be concocted against a deadline of, say, five minutes. The greatest number of funny new headlines wins. Each word over six in a new headline scores an extra point.
21. How do you like your neighbor? Players are seated in chairs in a circle. One person, who doesn't have a chair, approaches someone in the circle and asks: "How do you like your neighbor?" If that person answers "fine", everyone moves one chair to the right. If they say "terrible", everyone moves one chair to the left. If they say "I think they should all leave the country", everyone must find a chair somewhere else. The displaced person tries to find a chair, the person left over is the new "it".
22. Wink. Everyone is given a card from a deck of playing cards. They shuffle the deck by exchanging with anyone they want, without letting anyone see their cards. The queen of spades (or any designated card) is automatically the winker. That person must wink at everyone else without getting caught. When she/he winks at someone, they are automatically eliminated. If a player suspects someone to be the winker he may challenge along with another person. On the count of three they point to the suspected winker. If the challengers are wrong, or they do not point to the same person, they are also eliminated.

23. Orange chin chin relay.

Equipment: one orange/team

Divide the players into two teams and stand each team in a line. Each team leader then tucks an orange under his chin. On the word "go" he must turn around and transfer the orange to the next team member without using his hands. The winning team will be the one which has successfully transferred the orange right down the line without dropping it. If it drops, the team must start again.

24. Skin the snake. The first person in each team bends down and reaches his left hand through his legs to grab the right hand of the person behind him. The action continues on down the line. When all are joined, the last person in the line lies down and the rest of the team backs over top of him. While they back over, no one must break hold with the person that he is hanging on to. When all are down, the leader of the line gets up and progresses back over all those that are still on the floor. The first team finished wins the race. NOTE: There must be sufficient room behind the last person in which to fit the whole team.

25. On the spot scavenger hunt. Players are divided into teams of at least eight and are arranged at equal distances from the scorekeeper seated in the center of the room. Each team must choose a captain or runner. The leader calls out the name of an article from his list and each team tries to get that article to the scorekeeper first. The runner is the only one who may carry the article named.

LIST: bobby pin T-shirt Mickey Mouse watch a candy
 brown shoelace 1982 penny clean handkerchief baby picture
 driver's license black belt picture of the Queen gold earring

add others

26. Balloon relay.

Equipment: enough balloons for all players, one chair/team

Divide group into teams. Each team should have the same number of contestants. Each person receives a balloon. Have team members stand in line formation, one behind the other, with a chair some distance in front of each team.

When the race is started, the first person on each team runs to the chair, blows up the balloon and sits on it to burst it. After bursting the balloon, he runs back to the next team member and tags his hand for him to go to the chair and burst the balloon. The team that breaks all their balloons first, in this manner, wins.

27. Newspaper relay.
Equipment: newspapers

Give each relay team two sheets of newspaper and have them line up behind a starting line. The idea is for them to move as rapidly as possible across the racing area by putting first one sheet of paper down and stepping on it while another is laid down for the next foot. Have racers move toward a goal line, turn and come back to the starting line. Make sure that they understand that they have only the paper that they are given to complete the whole race.

28. Kangaroo relay.
Equipment: ball, bean bag, etc.

Instead of running, each player must hold some object (such as a rubber playground ball, bean bag or block of wood) firmly between his knees. He jumps forward to the turning line without using his hands to hold the object in place. If it drops, he must replace it before continuing. When he reaches the line, he may hold the object in his hand and run directly back to his team.

29. Egg relay.
Equipment: tablespoons for each player, eggs

The group is divided into teams. Each member holds a tablespoon in his mouth. The object is to pass an egg down the line by tilting head with spoon in mouth. (Boil the egg, but do not let the players know it.)

30. Alphabet game. Get into small groups and place a packet of letters of the alphabet in each group. Everyone gets two letters and as the leader says a word, every group tries to put the word together. Select judges for this game.

31. Candy bar relay. Have two to four lines of people at one end of room. First in line have to shake two dice until they get a pair, run to opposite end of room, put on gloves, try to open candy bar with knife. The next person in line will start shaking the dice until he/she gets a pair and they will run down and take over the gloves, knife and candy bar until the next team mate rolls doubles. Keep going until first team finishes eating the candy bar.