YOUTH OUTDOOR LEADERSHIP SERIES

Name

School

VENTURE OUTDOORS

NOVA Chemicals®

We would like to thank NOVA Chemicals for sponsoring our printable resources.

Table of Contents

How to Use this Packet.....Page 2

Intro to Venture Outdoors Leadership.....Page 3

What is Leadership?.....Page 6

You as a Leader.....Page 9

Learn Your Personality Color.....Page 12

Learning Styles.....Page 18

Diversity, Equity, and Inclusion.....Page 22

Emotional Control.....Page 25

Rose-Bud-Thorn.....Page 28

Prize Submission Form.....Page 31

Answer Key.....Page 32

VENTURE OUTDOORS

How to Use This Packet

Welcome to YOUR Leadership Journey!

This series is great for youth who want to build their outdoor leadership skills! The Youth Outdoor Leadership Series is comprised of **8 different activities** designed for **youth ages 12-14 and their caregivers**. In this series, you will get a sneak peak at the Venture Outdoors' Youth Leadership Manual.

In this series, each component contains:

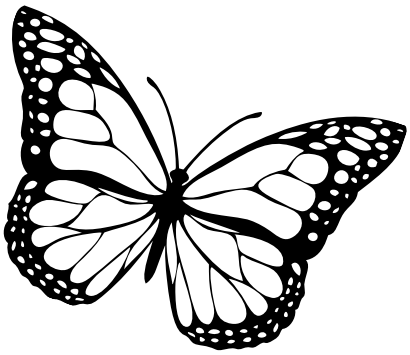
- Introduction
- 5-15 minute activity
- Topic Discussions
- Bonus Films

Design your Packet!

This is your leadership journey-- make it your own! We encourage coloring, taking notes, and more.

All finished?

Once you have completed your leadership journey, complete the last page and mail it to Venture Outdoors. We will send you a certificate and a special prize



VENTURE OUTDOORS

Intro to Venture Outdoors Leadership

The first step in becoming a great leader is understanding your mission. The outdoors have countless benefits, and Venture Outdoors strives to connect everyone to nature by helping all feel comfortable in outdoor spaces. We do this by providing in-school and after-school activities for youth, taking them on exciting trips such as kayaking, fishing, and biking.

Draw or write out: If you could create your own outdoor organization, what would it be? How would you bring it to people in your community?

VENTURE OUTDOORS

Intro to Venture Outdoors Leadership: Activity

Fill in the blanks to discover the Venture Outdoors Mission

fun	**recreation**	**everyone**	**inspiration**	**outdoors**	**lives**	**gear**

We believe _____ deserves the chance to experience how incredibly ___ the _____ can be, so we provide the ___, guidance, and _____ to make outdoor _____ part of people's _____.

Fill in the blank to learn more about Venture Outdoors & getting outside.

Attention Span

2000

Stewardship

2001

4-7

Immune system

7

Venture Outdoors was founded in _____.

The average child gets _____ minutes of outdoor free time per day.

_____ programs are one way we give back to the community.

Every year, Venture Outdoors gets more than ___ kids outside.

Going outside increases _____ and confidence!

Youth should be outside for 4-6 hours, ___ days a week.

Sun exposure helps boost our _____ and our mood.

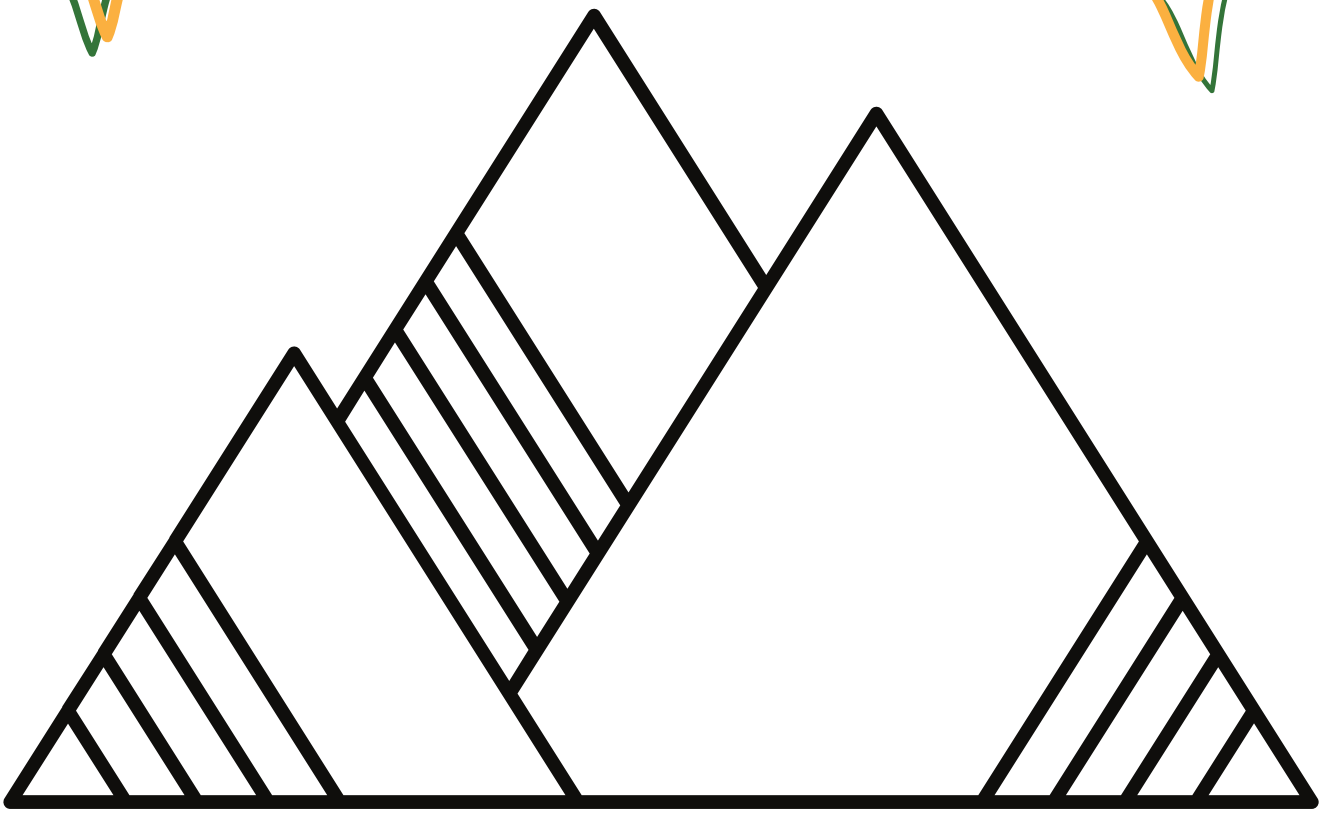
VENTURE OUTDOORS

Intro to Venture Outdoors Leadership: Discussion

Think about the outdoor organization you want to create and answer the following questions by describing or drawing:

How would you get someone excited to go outside?

How would you share information about your new organization?



Bonus! Scan the QR code to watch a short clip to learn how a community connected through rock climbing. Think about the following questions:

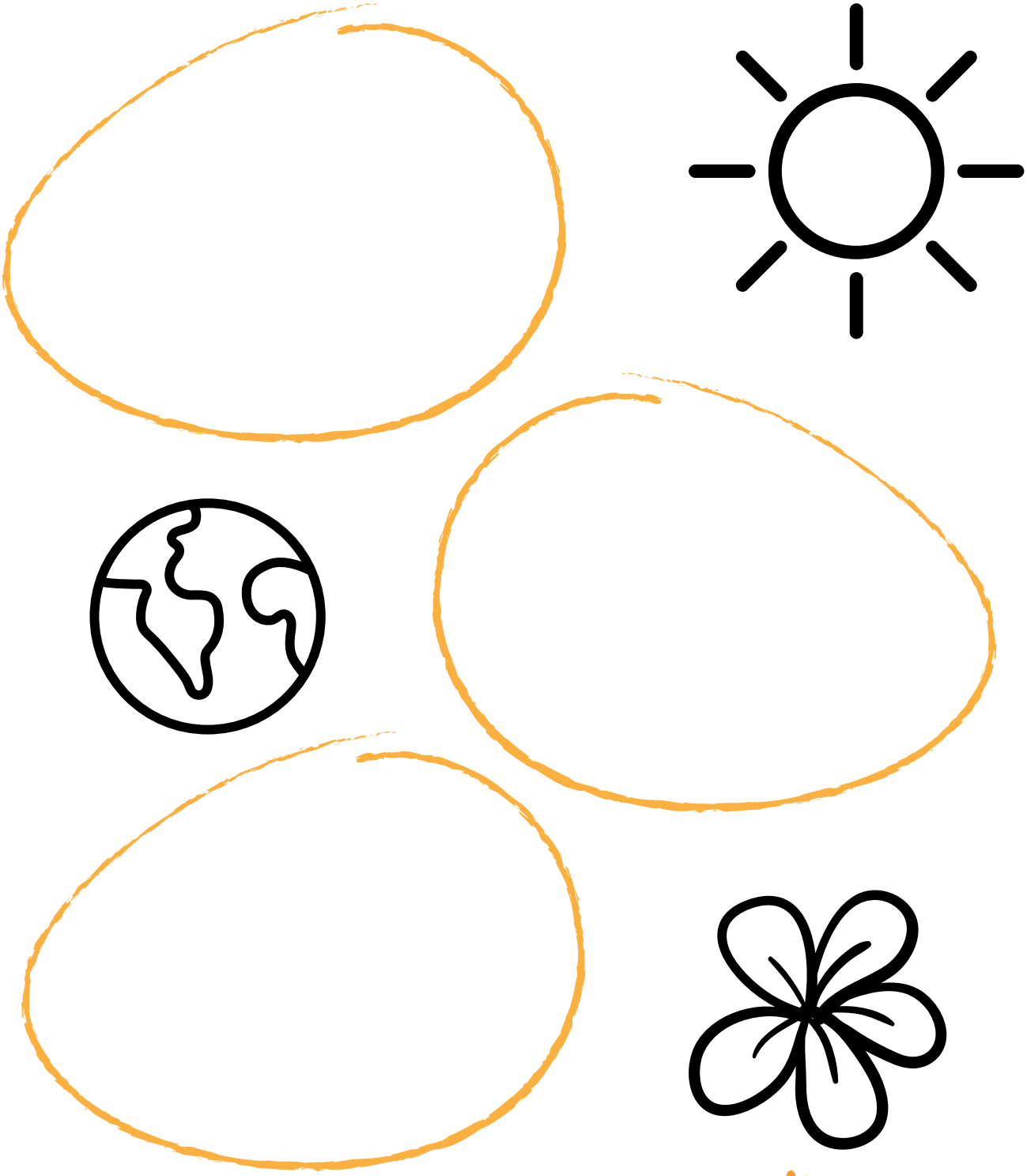
1. How does climbing help community members feel confident in the outdoors?
2. Would you consider anyone in the film a leader? Why?

VENTURE OUTDOORS

What is Leadership?

Leaders come in all shapes and sizes, have unique backgrounds and stories, accomplish goals in different ways. It is important to recognize that everyone has a different idea of what a leader is. Some may see a leader as someone who broke the record for fastest mile, or someone who advocates for health and wellness.

In each bubble, draw or describe one leader in your life.
What makes them a leader?



VENTURE OUTDOORS

What is Leadership? Activity

Let's understand what leadership is. Answer these questions to help you define leadership.

What qualities make someone a good leader?

Draw or describe a leader you admire.

How do great leaders become great leaders?

How does the leader you mentioned inspire you?

Define what leadership is without using "lead" in a sentence:

What is Leadership: Discussion

Interview two other friends or family members, asking them how they would define "leadership." Record their answers.

Person 1:

Definition of Leadership:

Person 2:

Definition of Leadership:

What are some similarities between the definitions? What are some differences?

Bonus! Scan the QR code to watch a short clip to learn about a woman who advocates for health and wellness. Think about the following questions:

1. Why do students at this school believe Mirna is someone to look up to?
2. Does she fit your definition of leadership?

VENTURE OUTDOORS

You as a Leader

Now that you've thought about qualities and examples of other leaders, we can now focus on YOU. Every leader has different leadership styles, goals, personalities, experience, and backgrounds. Think about how you've taken the lead on a school project, on a sports team, as a friend. In different environments, you probably displayed different leadership qualities.

Examples of leadership qualities:

gentle	fair	role model	calm
proud	generous	honest	clever
brave	responsible	understanding	funny
cheerful	kind	encouraging	polite
curious	good listener	positive	caring

Write out 3 leadership qualities that you already excel at:

1.

2.

3.

Write out 3 leadership qualities that you want to improve on:

1.

2.

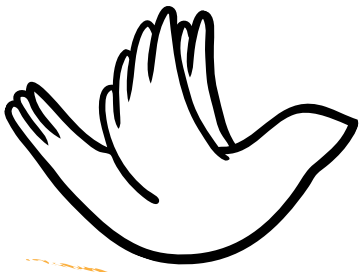
3.

Draw or describe what you will look like as a leader.

What is Leadership: Discussion

Draw or describe what you would look as a leader in each scenario.
Use different qualities from the previous page to help.

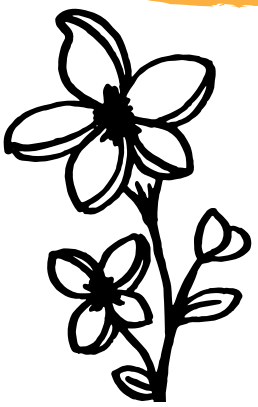
On a school project:



On a sports team:

With a group of friends:

Teaching others about your favorite activity:



Bonus! Scan the QR code to watch a short clip to learn about a leader with three roles-- a firefighter, a trail builder, and a mountain biker. Think about the following questions:

1. How does Bill's leadership style differ in each situation?
2. How did he become a leader in each?

VENTURE OUTDOORS

Learn Your Personality Color

We all have different strengths. When those strengths are put together in a team, that team is unstoppable. The same goes for a leader team: when two leaders with different personalities work together, they compliment each other by bringing different strengths to create a successful leader team. When two leaders are very similar in strengths, the leader team may not be as successful.

In each box, answer each prompt by drawing or describing.

Name one time you and a team successfully completed a goal. This could be getting a good grade on a school project or winning a sports game.

Were there different personalities on the team? For example, did one person make everyone laugh and did someone else keep the team on track?

Why do you think this team was so successful at achieving the goal?

Learn Your Personality Color: Activity

Take the following quiz to learn more about your personality, how you interact with people, and how you lead. (Test adapted from The Color Code by Taylor Hartman)

Part A: Select which describes you most of the time.

1.____
a. opinionated
b. nurturing
c. inventive
d. outgoing

2.____
a. power-oriented
b. perfectionist
c. indecisive
d. self-centered

3.____
a. dominant
b. sympathetic
c. tolerant
d. enthusiastic

4.____
a. self-serving
b. suspicious
c. unsure
d. naïve

5.____
a. decisive
b. loyal
c. contented
d. playful

6.____
a. arrogant
b. worry prone
c. silently stubborn
d. flighty

7. ____
a. assertive
b. reliable
c. kind
d. sociable

8. ____
a. bossy
b. self-critical
c. disinclined
d. a teaser

9.____
a. action-oriented
b. analytical
c. easygoing
d. carefree

10.____
a. critical of others
b. overly sensitive
c. shy
d.obnoxious

11.____
a. determined
b. detail conscious
c. a good listener
d. a party person

12.____
a. demanding
b. unforgiving
c. unmotivated
d. conceited

13. ____
a. responsible
b. idealistic
c. considerate
d. happy

14.____
a. impatient
b. moody
c. passive
d. impulsive

15.____
a. strong-willed
b. respectful
c. patient
d. fun-loving

16.____
a. argumentative
b. unrealistic
c. directionless
d. an interrupter

17.____
a. independent
b. dependable
c. even-tempered
d. trusting

18.____
a. aggressive
b. frequently depressed
c. uncertain
d. forgetful

19.____
a. powerful
b. intentional
c. gentle
d. optimistic

20.____
a. insensitive
b. judgmental
c. boring
d. undisciplined

21.____
a. logical
b. emotional
c. agreeable
d. popular

22.____
a. always right
b. guilt prone
c. unenthusiastic
d. uncommitted

23.____
a. practical
b. well-behaved
c. accepting
d. spontaneous

24.____
a. merciless
b. thoughtful
c. uninvolved
d. a showoff

25.____
a. task oriented
b. sincere
c. diplomatic
d. lively

26.____
a. tactless
b. hard to please
c. lazy
d. loud

27.____
a. direct
b. creative
c. adaptable
d. a performer

28.____
a. calculating
b. self-righteous
c. self-deprecating
d. disorganized

29.____
a. confident
b. disciplined
c. pleasant
d. charismatic

30.____
a. intimidating
b. careful
c. unproductive
d. afraid to face facts

For Part A:
Total A's:_____ Total B's:____ Total C's:_____ Total D's:____

Part B: Select how you would most likely respond to each situation.

31.____ When working in group projects or on a sports team, I am:
a. driven, direct, and delegating
b. deliberate, accurate, and reliable
c. patient, adaptable, and tactful
d. fun-loving, spirited, and casual

32.____ When involved in a friendship, if I feel threatened by friend I:
a. fight back with facts and anger
b. cry, feel hurt, and plan revenge
c. become quiet, withdrawn, and often hold anger until I blow up over something minor
d. distance myself and avoid further conflict

33. As a student I am:
a. stubborn, bright, and/or aggressive
b. well-behaved, caring, and/or depressed
c. quiet, easygoing, and/or shy
d. too talkative, happy and/or playful

34.____ In an argument with a friend I am most likely to be:
a. verbally stubborn about facts
b. concerned about others' feelings and principles
c. silently stubborn, uncomfortable, and or confused
d. loud, uncomfortable, and or compromising

35.___ If my friend was in trouble, I would be:
a. protective, resourceful, and recommend solutions
b. concerned, empathetic, and loyal regardless of the situation
c. supportive, patient, and a good listener
d. non-judgmental, optimistic, and downplaying the seriousness of the situation

36.___ When making decisions, I am:
a. assertive, articulate, and logical
b. deliberate, precise, and cautious
c. indecisive, timid, and reluctant
d. impulsive, uncommitted, and inconsistent

37.___ When I fail, I feel:
a. silently self-critical, yet verbally stubborn and defensive
b. guilty, self-critical, and vulnerable to depression, I dwell on it
c. unsettled, and fearful, but I keep it to myself
d. embarrassed and nervous, seeking to escape the situation

38.___ If someone crosses me:
a. I am angered and cunningly plan ways to get even quickly
b. I feel deeply hurt and find it almost impossible to forgive completely
c. I am silently hurt and plan to get even and or completely avoid the other person
d. I want avoid confrontation, consider the situation not important enough to bother with

39.___ In social situations I am most often:
a. feared by others
b. admired by others
c. protected by others
d. envied by others

40.___ In a friendship, I am most concerned with being:
a. approved of and right
b. understood, appreciated, and intimate
c. respected, tolerant, and peaceful
d. praised, having fun, and feeling free

41.___ To feel alive and positive, I seek:
a. adventure, leadership, and lots of action
b. security, creativity, and purpose
c. acceptance, and safety
d. excitement, playful productivity, and the company of others.

For Part B:
Total A's:____ Total B's:___ Total C's:____ Total D's:___

Add Part A & Part B to reveal your color:

Total A's:____ Total B's:___ Total C's:____ Total D's:___
Red Blue White Yellow

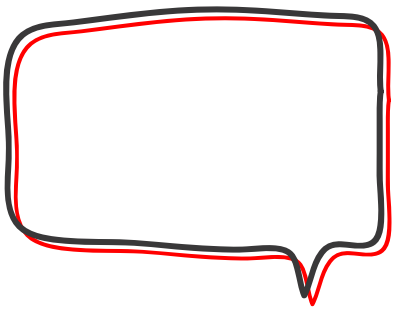
About each color: Diagram adapted from *The Color Code* by Taylor Hartman, Ph. D.

	Red	Blue	White	Yellow
Motive	Power	Intimacy	Peace	Fun
Needs	• To look good • To be right • To be respected • Approval from a select few	• To be good (morally) • To be understood • To be appreciated • To feel accepted	• To feel good (inside) • To be allowed their own space • To be respected	• To look good socially • to be noticed • To be praised • Approval from the masses
	• To hide insecurities • Productivity • Leadership • Challenging adventure	• To reveal insecurities • Quality • Autonomy • Security	• To withhold insecurities • Kindness • Independent • Content	• To hide insecurities • Happiness • Freedom • Playful adventure

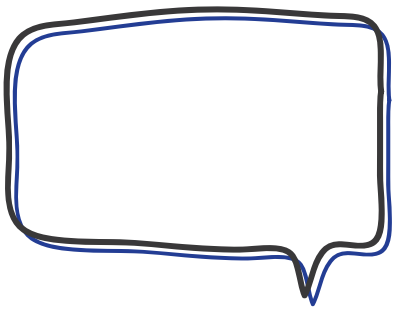
Learn Your Personality Color: Discussion

Think about one person in your life that represents each personality color. Write what characteristics they have in the speech bubble, and draw a picture of them below.

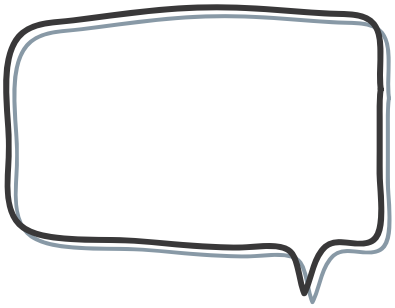
Red



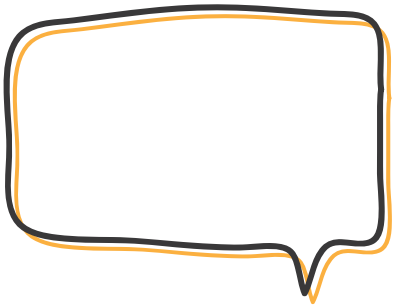
Blue



White



Yellow



Bonus! Scan the QR code to watch a short clip about two brothers growing up outside. Think about the following questions:

1. Do you think siblings like these two can have different personality colors? Why or why not?
2. Can personality colors change as you grow up?

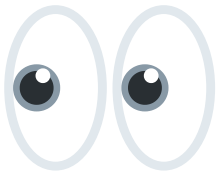
VENTURE OUTDOORS

Learning Styles

Odds are you learned how to tie your shoe by practicing, learned the alphabet by repeating it, and figured out the height of a rectangle by drawing it. These are three examples of how we learn things differently. To teach someone who may have different abilities and strengths requires us as leaders to understand how people learn best.

Read the types of learning styles below.

Visual



- Sit in the front
- Remember from illustrations & presentations that use color
- Prefer descriptive scenes or pause to imagine actions
- Will doodle when bored
- May draw pictures when teaching something new

Auditory

- Sit where they can hear
- Remember information by talking out loud
- Prefer dialog & conversation to hear the characters talk
- Will hum or talk to themselves when bored
- Will give detailed explanations when teaching something new

Kinesthetic

- Sit where they can easily get up and move around, like by a door
- Remember what was done but have difficulty remembering what was seen or said
- Prefer action stories
- Will fidget or move around when bored
- Will move around when teaching something new

Which learning style is usually associated with math and science? What about reading and arts?

Learning Styles: Activity

Take this quiz to discover your learning style. Quiz adapted from *What's Your Learning Style* (2009)

1.___When you study for a test, would you rather:
a. Read notes, read headings in a book, and look at diagrams and illustrations
b. Have someone ask you questions, or repeat facts silently to yourself
c. Write things out on index cards and make models or diagrams

2.___Which of these do you when you listen to music?
a. daydream (see things that go with the music)
b. hum along
c. move with the music, tap your foot, etc.

3.___When you work at solving a problem do you:
a. make a list, organize the steps, and check them off as they are done
b. make a few phone calls and talk to friends or experts
c. make a model of the problem or walk through all the steps in your mind

4. ___When you read for fun, do you prefer
a. a travel book with a lot of pictures in it
b. a mystery book with a lot of conversation in it
c. a book where you answer questions and solve problems

5. ___To learn how a computer works, would you rather
a. watch a movie about it
b. listen to someone explain it
c. take the computer apart and try to figure it out for yourself

6. ___You have just entered a science museum, what will you do first?
a. look around and find a map showing the locations of the various exhibits
b. talk to a museum guide and ask about exhibits
c. go into the first exhibit that looks interesting, and read directions later

7. ___What kind of restaurant would you rather not go to?
a. one with the lights too bright
b. one with the music too loud
c. one with uncomfortable chairs

8. ___Would you rather go to
a. an art class
b. a music class
c. an exercise class

9. ___Which are you most likely to do when you are happy?
a. grin
b. shout with joy
c. jump for joy

10. ___If you were at a party, what would you be most likely to remember the next day?
a. the faces of the people there, but not the names
b. the names but not the faces
c. the things you did and said while you were there

11. ___When you see the word "d - o - g", what do you do first?
a. think of a picture of a particular dog
b. say the word "dog" to yourself silently
c. sense the feeling of being with a dog (petting it, running with it, etc.)

12. ___When you tell a story, would you rather
a. write it
b. tell it out loud
c. act it out

13. ___What is most distracting for you when you are trying to concentrate?
a. visual distractions
b. noises
c. other sensations like, hunger, tight shoes, or worry

14. ___What are you most likely to do when you are angry?
a. scowl
b. shout or "blow up"
c. stomp off and slam doors

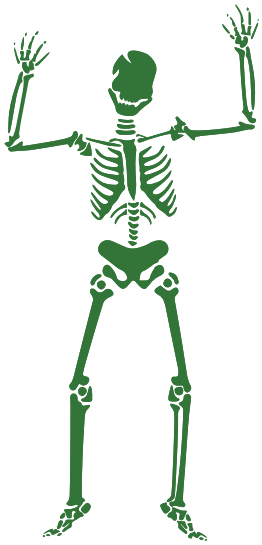
15. ___When you aren't sure how to spell a word, which of these are you most likely to do?
a. write it out to see if it looks right
b. sound it out
c. write it out to see if it feels right

16. ___Which are you most likely to do when standing in a long line at the movies?
a. look at posters advertising other movies
b. talk to the person next to you
c. tap your foot or move around in some other way

Total A's:_____	Total B's:____	Total C's:_____
Visual Learner	Auditory Learner	Kinesthetic Learner

Learning Styles: Discussion

Circle the pictures that help you learn best in school.
Is it different when learning to play a sport?



Bonus! Scan the QR code to watch a short clip about a blind runner making strides. Think about the following questions:

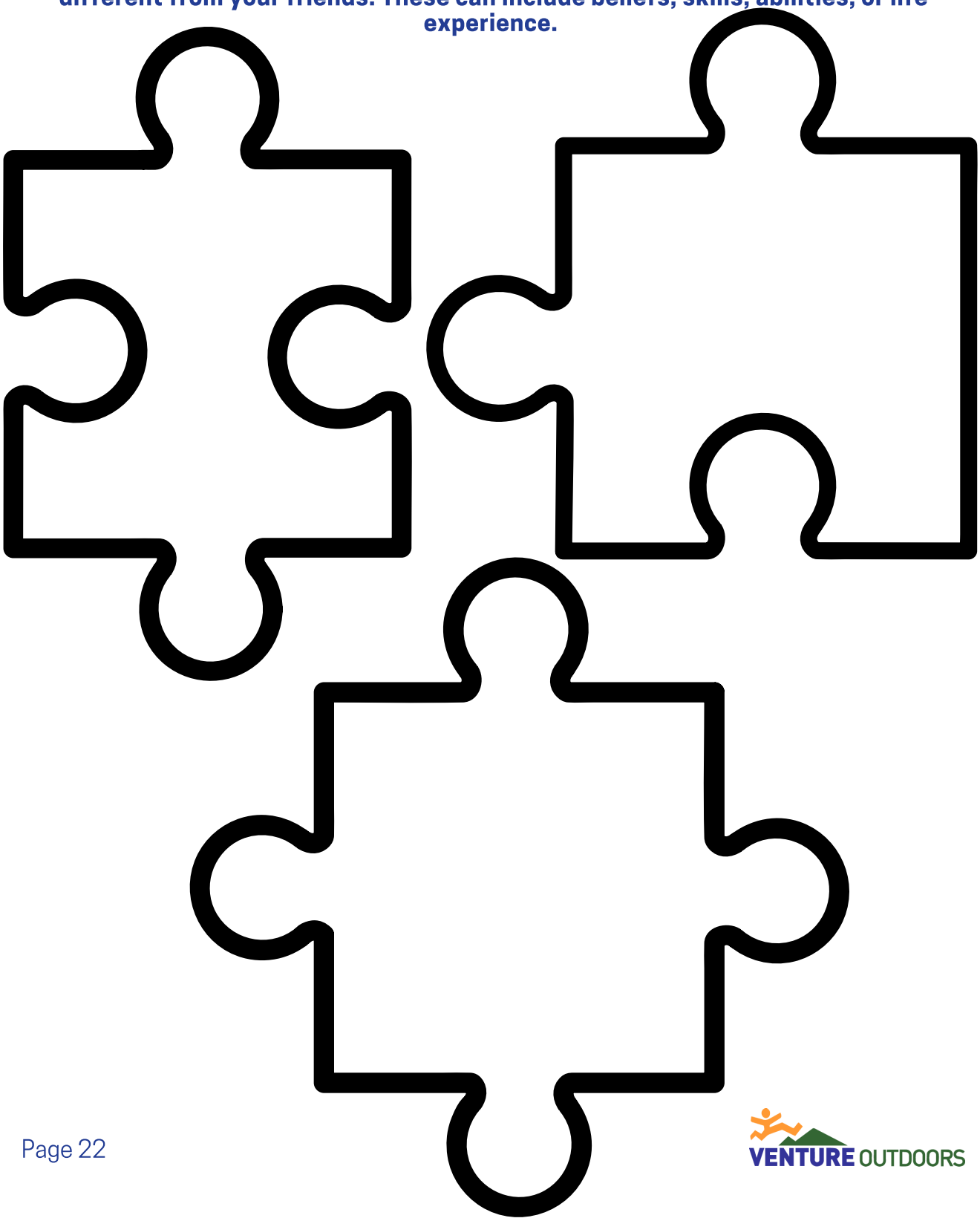
1. When explaining something, why is it important to support all learning styles?
2. Which learning style would she most likely benefit from? Visual, auditory, or kinesthetic?

VENTURE OUTDOORS

Diversity, Equity, & Inclusion

It's rare to find two people that share similar skills, abilities, or beliefs. In addition, everyone has different life experiences that shape how they interact with others. As a leader, it is important to understand and learn from these differences to provide the best experience possible for everyone. This helps everyone feel valued and a part of the team.

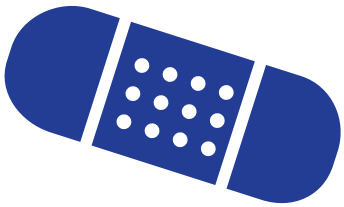
In each puzzle piece, draw or describe on thing that make you unique or different from your friends. These can include beliefs, skills, abilities, or life experience.



VENTURE OUTDOORS

Band Aid Equity

Goal: Youth will understand the importance of treating people equitably.



Materials:

- band aids or stickers
- paper

Introduction:

- What is the difference between equitable and equal?
- Do you like to be treated equitably or equally?

Directions:

1. Hand each individual three pieces of paper.
2. Each piece of paper will have a different "injury"
   a. Tear one piece of paper
   b. Crumble one piece of paper
   c. Wet the last piece of paper.
3. Once each piece is injured, try to return the paper back to its initial state, before the injury.
   a. Ask yourself: Can any of the pieces return to normal?
4. Treat each injury with a band aid or sticker.
   a. Ask yourself: Can each injury be treated with a band aid?

Reflection Questions:

- Why is it important that we treat people equitably, not equally?
- Were the treatments equal or equitable?
- How can you use what you learned to be a better leader?

Diversity, Equity, & Inclusion: Discussion

Draw a picture or describe what **diversity** means to you:

Draw a picture or describe what **equity** means to you:

Draw a picture or describe what **inclusion** means to you:

Bonus! Scan the QR code to watch a cyclist advocating for representation. Think about the following questions:

1. How is Ayesha a leader in diversity, equity, and inclusion?
2. What is something you believe in, and how can that shape you as a leader?

VENTURE OUTDOORS

Emotional Control

It is good to experience emotions, but we can lose control of our emotions, whether they be good or bad. If something happens when you are in front of a group, it is important to stay calm to think clearly. Emotions are contagious, so as leaders we need to be mindful of how our emotions are processed and perceived by others.

Zones of Emotional Control:

Green Zone: We are in control of our emotions. We think before we act and have a clear mind.

Yellow Zone: We are starting to lose control of our emotions. we may do things that show our emotions, such as talking to others with a tone. Our thoughts are foggy.

Red Zone: We have lost control of our emotions. Our actions are completely driven by emotions and happen without us thinking, such as hitting others.

Draw or describe what zone you are in now:

Emotional Control: Activity

In each zone, draw or describe how you may act or behave.

Green

Ex. I am calm, cooperative, and ready to for anything!

Yellow

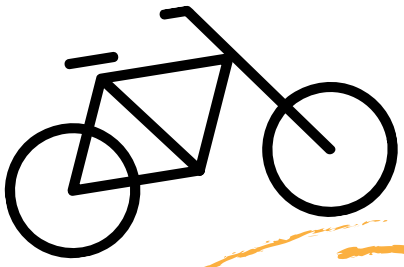
Ex. I may speak with an attitude when I don't mean to. Little things irritate me.

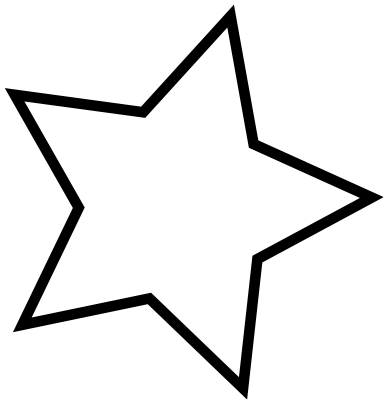
Red

Ex. I shut down and am not cooperative. I may want to kick and scream.

Emotional Control: Discussion

In each circle, draw or describe one thing you can do to help get yourself back to the green zone? Examples include going for a walk or meditating.





Bonus! Scan the QR code to learn about a rock climber scaling the world's largest cliffs. Think about the following questions:

1. How does Alex maintain his calmness throughout the climb?
2. What does he do in preparation to help him overcome his fear?

VENTURE OUTDOORS

Rose-Bud-Thorn

Debriefing is one way of allowing you to look back and reflect on an experience you had. It helps you learn what went well, what did not go well, and what could have been done differently. As a leader, debriefing helps you improve for future leadership roles. Rose-Bud-Thorn is one debriefing strategy that allows you to pinpoint something positive that happened, a new idea or something you want to look into more, and a challenge you experienced.

Rose-Bud-Thorn is one way to debrief with yourself about how an activity went. Color the page to fill in the rose, buds, and thorns.

Rose: a success, something positive that happened during the trip.

Bud: a new idea or something you are looking forward to better understanding

Thorn: a challenge you experienced or something that you can improve on

VENTURE OUTDOORS

Rose-Bud-Thorn: Activity

Fill in your Rose-Bud-Thorn for your Venture Outdoors' leadership journey.

Rose

Bud

Thorn

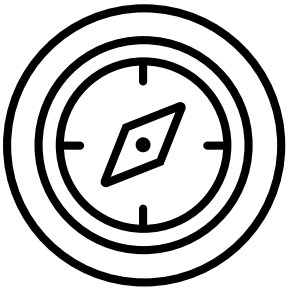
VENTURE OUTDOORS

Rose-Bud-Thorn: Discussion

Answer the following questions to reflect on your Venture Outdoors' Leadership Journey.

How has this journey changed your view of leadership?

Do you see yourself as a leader? Why or why not?



How are you going to use what you learned in your daily life?

Bonus! Scan the QR code to learn about a hiker who found healing in thri-hikes. Think about the following questions:

1. How did Akuna use his hiking experience to think and reflect?
2. How does he reflect and recognize the healing power of hiking?

VENTURE OUTDOORS

Prize Submission Form

You're an Outdoor Leader!

Complete all activities in this packet to earn a certificate and special prize!
Certificates and prizes will be mailed to participants at no cost to you.

Have an adult complete this page and email it to
kelly@ventureoutdoors.org or mail to:
Venture Outdoors
Attn: Kelly Sarkis
33 Terminal Way, #537A
Pittsburgh, PA 15219

Activities ..... *Mark an "x" next to each one completed*

_____ Intro to Venture Outdoors Leadership
_____ What is Leadership?
_____ You as a Leader
_____ Learn Your Personality Color
_____ Learning Styles
_____ Diversity, Equity, & Inclusion
_____ Emotional Control
_____ Rose-Bud-Thorn

Participant's Name: _____

Street Address: _____

_____

City: _____

State & ZIP: _____

Phone Number: _____

Adult Signature: _____

Please contact **kelly@ventureoutdoors.org** for more information.

VENTURE OUTDOORS

Intro to Venture Outdoors Leadership: Activity

ANSWER KEY

fun	**recreation**	**everyone**	**inspiration**	**outdoors**	**lives**	**gear**

We believe **everyone** deserves the chance to experience how incredibly **fun** the **outdoors** can be, so we provide the **gear**, guidance, and **inspiration** to make outdoor **recreation** part of people's **lives**.

Fill in the blank to learn more about Venture Outdoors & getting outside.

Attention Span

2000

Stewardship

2001

4-7

Immune system

7

Venture Outdoors was founded in **2001**.

The average child gets **4-7** minutes of outdoor free time per day.

Stewardship programs are one way we give back to the community.

Every year, Venture Outdoors gets more than **2000** kids outside.

Going outside increases **attention span** and confidence!

Youth should be outside for 4-6 hours, **7** days a week.

Sun exposure helps boost our **immune system** and our mood.