

SCOMM

#6:13

INTRODUCTION

CLYDE

COMMUNITY LEADERSHIP FOR YOUTH DEVELOPMENT

WHAT IS CLYDE?

CLYDE is a new public-supported, non-profit organization which organizes and trains citizens, youth and adults, to become community leaders for youth development. It offers a stimulating, creating forum for: (1) Assessing youth needs and problems; (2) Assessing youth opportunities and services; (3) Planning improvements in community conditions affecting youth; (4) Advocating such improvements. CLYDE's "products" is actually a process which links youth and adults together to prevent delinquency within a given locality--a city, town or neighborhood. The results of CLYDE on a short-term basis are community improvements for youth, and on a long-term basis are trained community leaders who improve the quality of decision-making in virtually all phases of community life.

HOW DOES IT WORK?

CLYDE had its origins with adults asking the question: "Is my neighborhood the kind of place I want my children to grow up in?" and with young people complaining: "There's nothing to do. Nobody cares. They just yell at you to behave!" In most communities, adults and youth have been stalemated in a "game" which nobody seems to understand. American optimism promises: "If you don't like something, you can change it." But when you can't define clearly what it is that you don't like, and then you can't find out who is in charge of making changes, you have no chance of success.

CLYDE was formed to deal with these problems. To do a job, you need the proper skills and tools. Thus, CLYDE trains young and old to work together constructively in solving community problems. Teenagers and adults "learn by doing" via simulation exercises, role-playing, and communications "games." Real community problems are dealt with--need for a youth center, lack of resources for family counseling, conflicts between teenagers and police, schools that "kick out" too many students, and so forth. The training of a CLYDE group is done by a volunteer (youth or adult) who has already been trained in another CLYDE group.

PURPOSE

The training materials that are included in this booklet is part of our answer to assisting community people in preparing themselves to work as a group for community change. A group of people that are not able to communicate, make decisions, have some degree of trust and are not tolerant of each others values usually do not function well enough as a group to effect change. The major objectives of the training are to; (1) Build communication skills; (2) Build decision-making skills; (3) Clarify values of individual group members and (4) Build trust.

The training is set up for four sessions with the intentions of asking potential trainees for a maximum time of 10 to 12 hours. All four sessions are planned in a way to maximize group participation and enjoyment. CLYDE training is "fun" because people come to feel that they really can have a constructive influence on their community. Youth and adults learn to enjoy each other and see the other as a resource instead of an obstacle. People of different ethnic, racial and socio-economic groups learn about each other, slowly building trust.

TO THE GROUP FACILITATOR

In order for potential CLYDE facilitator to be effective, it is important that they understand the basic concepts and theory behind the group process format which has been developed. As a statement of fact, we all live and exist in groups, and to a great extent our personal happiness and effectiveness depends on how competently we understand and use the various components and techniques of group dynamics. This view of "groupness" can be used to understand how people function together on an individual basis as well as on a more global level such as government and business.

Parts of what the CLYDE group process emphasizes are: trust, cohesion, valuing, communication and decision-making. Each one of these elements is extremely important and groups need to be competent in their observation and application.

Cohesion and trust are important for all groups and very few will function long or effectively without these qualities. The CLYDE process attempts to foster and develop these assets from the very beginning with exercises which facilitate contact and involvement. No group can further its task without members effectively communicating with each other. Communication skills, then, are important to CLYDE too and techniques for improving them are high-lighted.

Values differ from individual to individual and group to group. CLYDE members and groups need to understand how to handle and deal effectively with conflicts in this area and are encouraged to look at and examine theirs and others value systems. Groups and individuals are constantly in the process of decision-making. The more aware people are of what goes into an effective decision, the higher the quality of their decisions. This process is also highly valued in CLYDE.

Group activities can be looked at in two lights. Activities which further the overall goal of the group are task behaviors. Activities which help the group function smoothly and effectively are maintenance behaviors. Both are necessary and important for effective groups. The CLYDE group process attempts to flow smoothly from maintenance to task activities in order to assure optimum effectiveness. Attention to this basic framework should give group leaders some direction and focus in their efforts.

In working with a group it is helpful if the members of the group and the facilitator discuss "ground rules" that will add to the comfort and enjoyment of all participants. Decisions about how to handle smoking, side conversations, etc., should be made and all members are encourage to participate as much as possible in the decision.

TO THE GROUP FACILITATOR

At this time you may want to discuss the location of restroom facilities and how breaks will be handled. If there are to be refreshments, the means to obtaining and the responsibility for purchasing.

The physical setting for training should be comfortable (heating, cooling, lighting and seating arrangements) to group members for maximum participation. When the entire group is together, a close circle tends to allow for good eye contact and for all participants to feel a-part-of the group.

Breaking the group into pairs, ~~smaller~~ or just into smaller groups tends to assist the less vocal group members to express their ideas and it provides opportunities for group members to get to know each other on an individual basis.

For the CLYDE training, we suggest a minimum size of six (6) and a maximum of twenty-five (25) participants. If the group is larger than twenty-five, co-facilitators are recommended.

I.

First meeting:

A. Introduce self to group.

B. Stating CLYDE goals clearly and simply:

1. CLYDE goals.
2. Goals of meeting and other 3 meetings.

C. Option - question and answer period.

D. Getting acquainted exercises:

Pair up with another person find out personal information (name, age, school/job, things they like, where they live, what do they do in spare time etc.) and one thing they would like changed in their community. Then, introduce person to the group. Finish with asking if anyone can name all people within meeting.

E. Values continuum exercise:

Subjects can vary from community needs to persons involvements in groups, etc.

F. Information about next meeting and the following 2 meetings.

(Also ask if anyone did not like or could not work with any particular person.)

G. Get commitment from individuals for next 3 meetings.

H. Feedback session on meeting:

What did they like? Dislike?
Did they get anything from meeting?

I. First meeting

A. Introduce self to group.

B. 1. Stating CLYDE goals:

- a. A new way of looking at community problems or working with youth.
- b. It is a learning process, experience.
- c. A way for adults and youth to get together and work together.
- d. Long-range Goal: To improve the community and make the community better for everyone involved in ways that are real to you.

2. Goals of meetings:

- a. Get acquainted with everyone. Doing some exercises to help you learn more about everyone. Learning to work together. Making a decision whether you wish to meet together for 3 more sessions and learning whether you want to work together as a group.
- b. In addition to getting to know each other, there are other things that we need in order to make a group function. The last 3 sessions will be dealing with this meaning communication and decision making, valuing, group process, conflict resolution and problem solving. (Learning by doing is more fun and more effective. We will be doing exercises and experiments to reach our goals.)

I. E. Value Continuum Exercise:

Purpose - is to visually explain the difference in the value system of each individual thru the use of a continuum.

Instructions - Have individuals physically place themselves on the continuum (an imaginary line drawn from one corner of the room to the other) in stating their values on any 5-7 of the following questions:

(The facilitator will ask 2 or 3 persons "why are you standing where you are on the continuum?" Ask especially those persons at the extremes.)

- 1. Would you prefer to take a shower or bath?
- 2. How open are you in a group?
- 3. Important decision about High School activities should be made by adults.
Agree _____ Disagree _____
- 4. How helpful are you to others?
Sweet Sugar Sue _____ Nasty Helen _____
- 5. How do you feel about kids dropping out of High School?
OK _____ Not OK _____
- 6. In work or play would you prefer to do it by yourself _____ or with a group _____?

7. Imagine you were on a ship that sank in which only a 4 year-old girl, a teenage girl and you were the survivors. There are only two life jackets and so one person would be left without a jacket and would probably drown. Who would that be:

The 4 year-old girl _____ You _____ The teenage girl _____

8. If you were a creature of nature, would you live:

in the ocean _____ on top of a mountain _____

9. If a friend treated you to dinner, would you order a hamburger _____
steak _____?

F. Information about next meetings.

Purpose: To inform the group of the next meeting and the following 2 meetings.

Instructions: State that the next meeting will be concerned with improving communication skills, getting further acquainted and learning through doing (exercise, explanations) how to effectively communicate with other persons.

Also explain within the next 2 meetings emphasis will be placed on furthering communications skills, awareness of group dynamics, and effective decision making.

G. Feedback.

Purpose: To find out how the group evaluated the meeting.

Instructions: Options

1. Ask the following questions of each individual.
 - What did they like?
 - What did they dislike?
 - What did they get out of the meeting?
2. Each person could name one thing they liked, (about the meeting) or disliked.
3. Ask them to evaluate the meeting on scale from 1 to 10 (10 being the ideal meeting)
4. Ask for an evaluation on the continuum and allow them to say why.

Example: Have the participants answer - "Did you dislike the meeting?"

By physically placing themselves on the continuum: (place themselves on one end of the continuum if they disliked the meeting, or at the other end if they liked it)

H. Commitment

Purpose: To get a firm commitment from those who will attend the next 3 meetings.

Instructions: Verbally express the importance of commitment and the responsibility implied in making a commitment.

Ask the participants: "After you have been to this meeting, will you participate in the next three meetings?" All those who will participate put their names on the sign up sheet. (see attached form)

Pass the sign up sheet around and have all those who will come to the next 3 meetings sign.

II: Second meeting - Communications skills

A. Re-introduction of persons through the Group Warm-up exercises:

1. Milling exercise.
2. Name game (write your name on blackboard and tell others - how you got it, one thing you like about, where you were born).

B. Review:

1. Past meeting.
2. Purpose of this meeting.
3. CLYDE goals.
4. Future meetings.

C. Chaos exercise:

1. Purpose
2. Procedure
3. Processing

D. Active listening skills:

1. Introduction: (Including emphasizing the need of the listener to suspend judgment, being accepted and have respect for the other person.)
2. Road Blocks to Communication.
3. Non-verbal communication: (eye contact, facial expressions, body posture, gestures etc.)
4. Paraphrasing:
 - a. Explanation
 - b. Option - whisper exercise
5. Active listening exercise.

E. "I appreciate you, _____, because....." exercise.

F. Option - feedback discussion on this 2nd meeting:

What did they like? dislike?

Did they get anything from meeting?

II. Second meeting - Communications Skills

A. 1. Milling Exercise: Procedure

In order to raise the energy level of the group and break the ice, ask the group to stand up and "mill around" in the center of the room. Ask them to try to communicate with each other non-verbally in as many ways as they can. Demonstrate with a member yourself, hand-shake, smile and a pat on the back.

After the group is involved, ask them then to go ahead and re-introduce themselves to each other by name. Once the group is warmed up, they can return to their seats.

2. Name Game: Procedure

If a blackboard is available, ask each member to write his name on the board and tell others how he/she got it, whether they like it or not and where they were born. If a blackboard is not available, have several of the members try to go around the circle and recall the name of each person.

B. (Self-explanatory)

C. Chaos exercise:

1. Purpose - the purpose of this listening exercise is to help us become aware of some of the things that go into being a good talker and listener.

2. Procedure - have the group pair off in adult/youth teams of two. Have them decide which one will be the talker and who will be the listener. Take the listeners to a separate part of the room for instructions. Tell them that as their partner talks for them to purposely look away, interrupt, avoid eye contact, give advice, be distractful, and generally be as poor a listener as possible without letting on that this is what they're doing.

Next take the talkers aside and instruct them to tell their partner about their most embarrassing moment or one of the most interesting people you know.

3. Processing - After the exercise has run from 5 to 15 minutes reform the group and ask them to discuss what their experience was like. At this point it may be necessary to hint that it was an experiment designed to give strong negative feelings and that it's o.k. to express them. Start out by asking some of the talkers how well they thought they were being listened to and what their "gut level" reaction was to the experience.

Ask them what specific behavior set off any strong feelings they might have had. Also, ask the listeners what their experience was like and how they felt and what they thought the talkers reactions were to them. From here lead into a discussion of how not to communicate. Emphasize poor eye contact, body language, non-acceptance critical attitudes and interrupting.

D. Active listening skills:

1. Introduction:

Tell the group that communication skills can be improved and methods can be learned to help people become more effective listeners. Tell them that certain attitudes should be present in order for communication to be more effective. Those attitudes are:

1. Acceptance of the other person and his point of view. (not necessarily agreement)
2. A non-judgemental demeanor.
3. Respect.

These attitudes make the talker feel more comfortable and incline to express himself more deeply and freely.

2. Road Blocks to Communication:

1. Ordering, directing, commanding.
2. Warning, threatening, promising.
3. Moralizing, preaching, should and ought.
4. Advising, giving solutions or suggestions.
5. Teaching, lecturing, giving logical arguments.
6. Judging, criticizing, disagreeing, blaming.
7. Praising, agreeing.
8. Name-calling, labeling, stereotyping.
9. Interpreting, analyzing, diagnosing.
10. Reassuring, sympathizing.
11. Probing, questioning, interrogating.
12. Withdrawing, sarcasm, humoring, diverting.

3. Non-Verbally Communications:

Relate the chaos exercise to ineffective non-verbal communication. Point out how: eye contact, head nodding (acknowledgement), body language, gestures, facial expressions, etc., can enhance positive communication. Ask them to name other physical things, which may improve communication. Demonstrate what you are talking about.

4. Paraphrasing: Procedure

Tell the group that paraphrasing is a simple listening skill that involves simply repeating the words of the talker to him in the listeners own words to check for accuracy. The purpose is to:

1. Let the listener know that he is being heard accurately.
2. To make sure that what the listener is hearing is actually what the speaker is saying.

Tell them that by combining this technique with appropriate non-verbal behavior, they can enhance their listening skills appreciatively. Demonstrate paraphrasing to the group by having someone talk to you and then you repeat back what you heard in your own words.

5. Active Listening exercise: Procedure

Have the members pair up again (adult/youth) and decide who is going to be the talker and who is going to be the listener. Next, ask the talker to tell the listener anything he wants about his life in a continuous 5 to 10 minutes dialogue.

After the talker says 3 or 4 sentences, the listener is to paraphrase the talker. Ask them to attempt all non-verbal behavior and suspend questioning, advising, or interrupting other than to paraphrase.

E. I Appreciate exercise:

1. Purpose - to bring the group to a positive close through re-enforcing one another's (verbal and non-verbal) participation in the group.
2. Procedure - members of the group should be seated in a circle with an empty chair designated as the hot seat. Members of the group will take turns sitting in the hot seat, while other members make positive statements about the person in the hot seat using I appreciate to begin the statement.

Examples: I appreciate the way you help me clarify myself to the group.
I appreciate the way you smiled at me when you came in.

III. 3rd meeting - Communication skills and group dynamics.

A. Group warm-up exercise:

1. Blind walk

B. Review:

1. Past meetings
2. Purpose of this meeting

C. Paraphrasing exercise.

D. Explanation of group dynamics:

1. Individual roles.

- a. negative - blocker, aggressor, dominator, "know it all" (owl), interrogator.
- b. positive - gatekeeper, clarifier.
- c. option - discussion of roles through sketch of group.
- d. neutral - ghost, follower, leader.

2. Role reversal fish bowl exercise using a community problem (have youth portray adult roles and visa versa).

E. Decision Making:

1. Wrecked on the moon or Stranded on the Desert or Fall- Out Shelter.
2. Process and explanation.

F. Evaluation and preview of 4th session - Rate on scale of 1 - 10 on these subjects:

1. Intensity level
2. Enjoyment level
3. How valuable was it? (What did you get out of it?)

Then allow for any explanation, if desired. Preview of last session.

A. Group warm-up exercise: Blind walk

1. Procedure:

In order to get started, ask the group to pair up with someone that they don't know. Tell them that one person is to close his/her eyes while the other person leads them around the room and helps them explore the area. There is to be no talking and they should keep their eyes closed at all times. After the pairs have spent several minutes doing this, ask them to reverse roles and repeat the exercise.

2. Processing:

After each person has experienced the exercise, call them back to the main group and process it by asking them questions such as how it felt to be the leader and the follower. Focus on feelings of dependence, authority, trust, mistrust, anxiety, etc.

B. Review Last Session:

Once the group is warmed up and has discussed the previous exercise, review the last two meetings thoroughly as to their purpose and intention. Then, explain the purpose of today's meeting which is to enhance communication skills and to learn about group dynamics.

C. Paraphrase review:

Talk about the paraphrasing exercise that was practiced in session 2 and outline its major points such as: responding to feeling, non-verbal response, effective listening, etc.

Next tell the group that you are going to role play a situation and they are to spontaneously paraphrase you as you tell your story. Make sure everyone has a chance to do so at least once. You should stop at points during your dialogue and critique the different paraphrasing responses briefly.

D. Explanation of group dynamics:

1. After completing the previous exercise tell the members that the kinds of things that go on when people come together in a group are very significant in terms of how effective the group will be. Tell them that each individual may play a single or several roles at any given time in the group. Some of the roles are positive such as: gatekeeper, initiator, summarizer, starter, diagnoser and so on. Others may be negative such as: blocker, aggressor, avoider, etc. Ask them to name several other roles that they see in groups.

Role reversal - fish bowl exercise:

1. Procedure

Tell the group that in order to explore group dynamics, you'd like to suggest an exercise. Divide the group in half and have one half of the group sit in a tight circle in the center of the room. Ask the other half of the group to circle around the other members and choose one person whom they will observe. Tell the inner group to reverse roles and have adults

play youth and vice-versa. They're then to decide on the most important community problem e.g. marijuana, delinquency, etc.

E. Decision-making:

1. Procedure

Explain to the members that the way decisions are made in a group is an important part of group process and has an effect on how effective the group is and how happy the members are. In order to explore decision-making, ask them to break up into groups of 5 and give them the following task:

2. Instructions

WRECKED ON THE MOON

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the fifteen items left intact and undamaged after landing. Your task is to rank them in terms of their necessity to your crew in reaching the rendezvous point. Place the number 1 by the most crucial item, the number 2 by the second most crucial, and so on through number 15, the least important.

- | | |
|--|---|
| <input type="checkbox"/> Box of matches | <input type="checkbox"/> Stellar Map (of the moon's constellation) |
| <input type="checkbox"/> Food concentrate | <input type="checkbox"/> Life raft |
| <input type="checkbox"/> Fifty feet of nylon rope | <input type="checkbox"/> Magnetic compass |
| <input type="checkbox"/> Parachute silk | <input type="checkbox"/> Five gallons of water |
| <input type="checkbox"/> Portable heating unit | <input type="checkbox"/> Signal flares |
| <input type="checkbox"/> Two .45-caliber pistols | <input type="checkbox"/> First-aid kit containing injection needles |
| <input type="checkbox"/> One case dehydrated Pet milk | <input type="checkbox"/> Solar-powered FM receiver transmitter |
| <input type="checkbox"/> Two 100-pound tanks of oxygen | |

STRANDED IN THE DESERT EXERCISE

You are one of eight members of a CLYDE group that is on a field trip to study unusual formations in the New Mexico desert. It is the last week in July. You have been driving over old trails, far from any road, in order to see out-of-the-way formations. At 10:47 a.m. the specially equipped minibus in which your club is riding overturns, rolls into a fifteen-to twenty-foot ravine, and burns. The driver and the professional adviser to the club are killed. The rest of you are relatively uninjured. You know that the nearest ranch is approximately forty-five miles east of where you are. There is no other place of habitation closer. When your CLYDE group does not report to its motel that evening you will be missed. Several people know generally where you are, but because of the nature of your outing they will not be able to pinpoint your exact whereabouts.

The area around you is rather rugged and very dry. You heard from a weather report before you left that the temperature would reach 110 degrees, making the surface temperature 130 degrees. You are all dressed in lightweight, summer clothing, although you do have hats and sunglasses. Before your mini-bus burned, you were able to salvage the following items:

Magnetic compass
Large, light-blue canvas
Book, Animals of the Desert
Rearview mirror
One flashlight

One jacket per person
Accurate map of the area
A .38-caliber pistol, loaded
Bottle of 1,000 salt tablets
Four canteens, each containing
quarts of water.

The group needs to make two decisions: (1) to stay where it is or to try to walk out, and (2) to hunt for food or not to hunt. To make these decisions, it will be necessary to rank the salvaged items in the order of their importance, and in making the group decisions, your group must stay together.

THE FALL-OUT SHELTER PROBLEM

Purpose

This is a simulated problem-solving exercise. It raises a host of values issues which the student must attempt to work through in a rational manner. It is often a very dramatic example of how our values differ; how hard it is to objectively determine the "best" values; and how we often have trouble listening to people whose beliefs are different from our own.

Procedure

The class is divided into groups of six or seven, who then sit together. The teacher explains the situation to the groups.

"Your group are members of a department in Washington, D.C. that is in charge of experimental stations in the far outposts of civilization. Suddenly the Third World War breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for whatever fall-out shelters are available. You receive a desperate call from one of your experimental stations, asking for help.

"It seems there are ten people but there is only enough space, air, food, and water in their fall-out shelter for six people for a period of three months-- which is how long they estimate they can safely stay down there. They realize that if they have to decide among themselves which six should go into the shelter, they are likely to become irrational and begin fighting. So they have decided to call your department, their superiors, and leave the decision to you. They will abide by your decision.

The Fall-Out Shelter Problem

"But each of you has to quickly get ready to head down to your own fall-out shelter. So all you have time for is to get superficial descriptions of the ten people. You have half-an-hour to make your decision. Then you will have to go to your own shelter.

"So, as a group you now have a half-hour to decide which four of the ten will have to be eliminated from the shelter. Before you begin, I want to impress upon you two important considerations. It is entirely possible that the six people you choose to stay in the shelter might be the only six people left to start the human race over again. This choice is, therefore, very important. Do not allow yourself to be swayed by pressure from the others in your group. Try to make the best choices possible. On the other hand, if you do not make a choice in a half-hour, then you are, in fact, choosing to let the ten people fight it out among themselves, with the possibility that more than four might perish. You have exactly one half-hour. Here is all you know about the ten people:

1. Bookkeeper, 31 years old
2. His wife, six months pregnant
3. Black militant; second year medical student
4. Famous historian-author; 42 years old
5. Hollywood starlette, singer; dancer
6. Bio-chemist
7. Rabbi; 54 years old
8. Olympic athlete; all sports
9. College co-ed
10. Policeman with gun (they cannot be separated)

The teacher posts or distributes copies of this list, and the students begin. The teacher gives 15, 10, 5 and 1-minute warnings and then stops the groups exactly after a half-hour.

Each group can then share its selections with the other groups and perhaps argue a bit more, if there is time. Then the teacher asks the students to try to disregard the content of the activity and to examine the process and the values implications. He asks questions like: How well did you listen to the other in your group? Did you allow yourself to be pressured into changing your mind? Were you so stubborn that the group couldn't reach a decision? Did you feel you had the right answer? What do your own selections say to you about your values? These questions may be thought about or written about privately, or they may be discussed in the small groups or by the whole class.

3. Processing:

After the exercise is over, call the group back to order and explain several different types of decision-making in consensus, majority vote, minority vote, (committee) authority, expertise.

Mention that there are strengths and weaknesses to each part - that the highest quality decisions are usually reached by consensus and that it is important for a group to be functioning well together for this type of decision-making to occur.

After the inner group has spent some time discussing the issues, ask them to pair up with the person that was observing them. The observer is to give feedback to the inner group member about how they were functioning in the group and what roles they might have been playing.

2. Processing:

Next bring all the group members back together and talk about the exercise. Have all the members share their impressions and feelings about how the process went.

F. Evaluation of the third session.

1. Procedure:

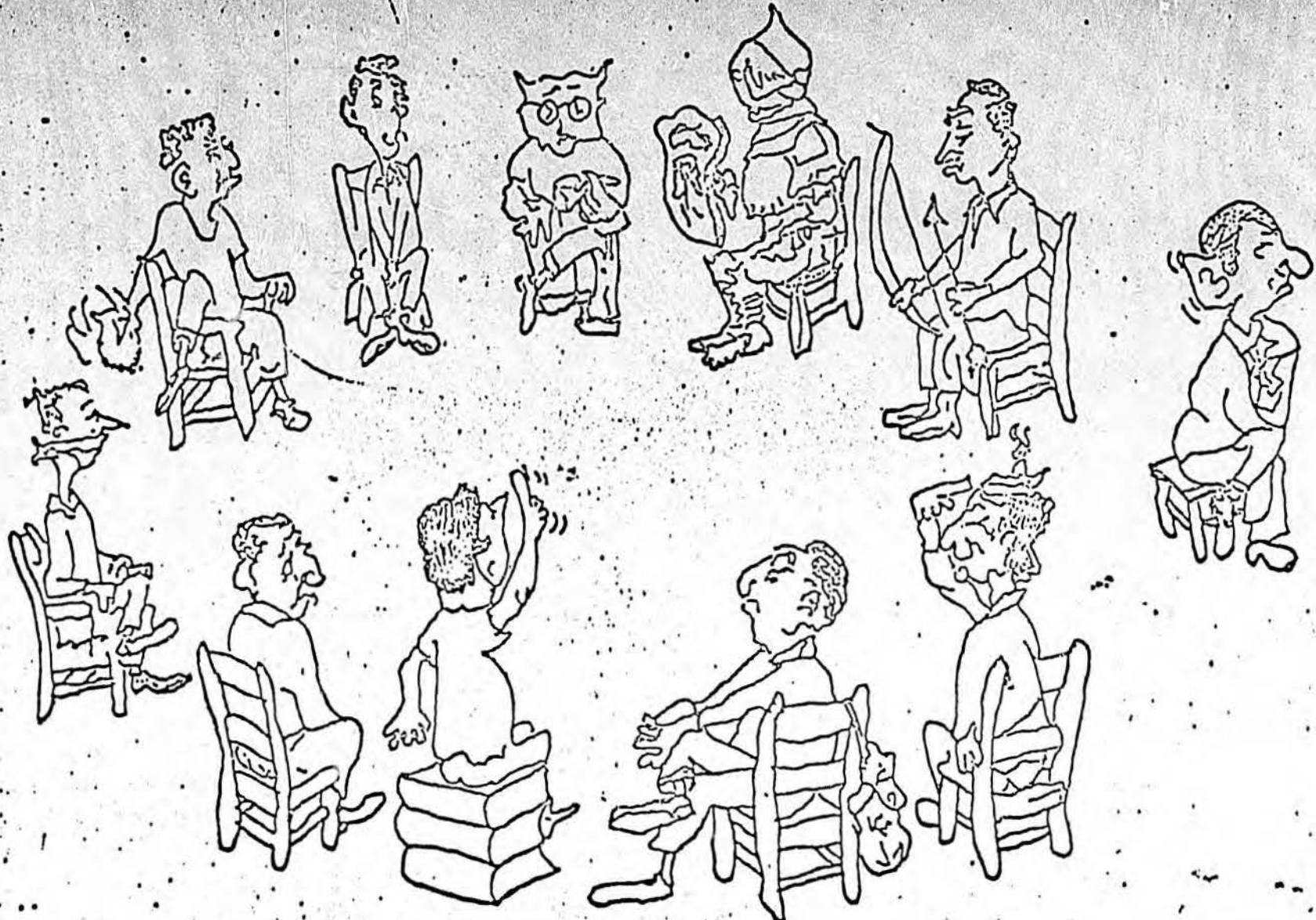
At this point, you may use your choice of approaches to obtain members feedback on the third session. You might go around and ask everyone how they rate the group over all or in terms of involvement and necessity on a scale of 1 to 10. Each may make some comment about their rating. You may also ask the members to place themselves physically on a continuum in terms of:

1. What they got out of it.
2. How valuable was it.
3. Enjoyment and so on.

Allow for general discussion.

2. Before terminating the third session - preview the next meeting emphasizing that it will involve focusing on team-building and decision making.

WHICH ONE ARE YOU?



Fourth meeting - Decision-making skills and obtaining commitment from participants.

Limits

15 minutes

A. Group warm-up exercise (Gossip Exercise).

30 minutes

B. Shortened Delbec on community problems.

(Each person pick 2-3 community problems/youth needs and then chose top 3.)

15-45 minutes

C. Getting commitment to continue (options):

1. Progressive questions on paper (personal stand).

2. Progressive questions and standing on line (public stand).

C. Getting commitment to continue

1. Purpose:

To help persons become aware of their expectations for involvement in CLYDE and to help them be aware of their energy level, sense of commitment to the group and their sense of risk. The main purpose is to obtain persons commitment to continue their involvement in CLYDE. The information gathered can be for their own knowledge or can be shared with the group.

2. Procedure:

1. Give paper and pencil to all participants.
2. Explain that you want them to write 3 things that they expect to get out of their involvement in CLYDE.
3. Everyone writes their expectations.
4. Explain that if they desire to meet these expectations they will have to work for it. The responsibility is on them.
5. Explain that their participation in the group will focus on 3 factors, namely - (a) Their energy level (towards working further through CLYDE), (b) Their sense of commitment (at present towards working on any of the community improvement goals), (c) Their sense of risk (to freely state their ideas, feelings, opinions and beliefs).
6. On the same piece of paper have each person draw three parallel lines, placing the numbers 1 at one end, and 10 at the other end. Next ask them to privately rate from 1 - 10: their energy level on the first line, their sense of commitment on the second line, and their sense of risk on the third line.
7. The participants can then be asked if anyone would like to share with others their ratings.
8. Either the facilitator or each participant keep their commitment sheet for review in the future.

EXAMPLE:

1. leadership skills
2. self-confidence
3. knowing people better

A) Energy level 1 _____ X _____ 10

B) Sense of commitment 1 _____ X _____ 10

C) Sense of risk 1 _____ X _____ 10

Fourth meeting

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3. Pass the sign-up sheet around for the people who want to continue and work on a youth related community need.

D. Plan date, time, place for next meeting if there are people interested.

SIGN UP SHEET
(For Priority CLYDE Project)

CLYDE leaders will assist in providing training to aid in accomplishing the group's priority goals.

The time schedule commitment will depend on our CLYDE group's priority project.

All those who sign below are committed to participate with the group until the priority project is completed.

By signing this sheet, you are saying that you will participate for the next _____ months with our group to aid in the completion of our priority project.

NAME

Address

Phone NO.