



# 4-H Club Sample Agenda - Identity (1)

## Agenda Outline

### WELCOME

As people arrive, ask them to draw a picture; when they're done, they should put their picture in the middle face down (don't put your name on it!). We'll use them for roll call.

### MEETING PURPOSE

Plan our upcoming family social hour and learn about identity!

### BUSINESS (20 MINUTES)

Remember if too much business is planned, members might not come back! Below is just a sample. See other [optional business items](#) on our Leading a 4-H Club web page.

- [4-H Pledge](#)
- Roll Call: Mix up the pictures that people drew in the welcome activity and flip them over. Each person chooses someone else's picture. Go around in a circle and have each person say who they think drew it and why. Afterwards, have the person who drew the picture share why they drew it. What did we learn about each other?
- Planning time for upcoming family social hour.
- List other business items (e.g., Recap what we did last time; Decide on a club service project; Celebrate any member accomplishments! )

### EDUCATIONAL ACTIVITY - [Identity Wheel](#) (40 min)

### [RECREATIONAL ACTIVITY](#) (10-15 min)

**REFLECTION** (5 min) see [reflection activity ideas](#) on our Leading a 4-H Club web page

- What are some [4-H projects](#) you could do related to what you learned today?
- How did we [live out the 4-H Pledge](#) today?

### REFRESHMENT IDEA

Crackers/bread & dip/spread (e.g., chips and dip; hummus and pita; tortilla chips and salsa)



# Identity Wheel

## 4-H project area

Leadership and Civic Engagement

## Grade level

Grade 6+

## What it is

By creating an identity wheel, youth will think critically about who they are now and who they want to become in the future.

## Why it matters

Youth identities are ever changing and affected by their expansive social worlds. By examining their own identities, youth think critically about who they are now, their place in society and how they understand their possibilities for the future. This helps them practice self-awareness and reflection as they move towards their educational aspirations. It also enhances their abilities to recognize the distribution of opportunities connected to their identities so they are better prepared to navigate and confront obstacles to aspiration achievement.

## Getting started

**Time:** 40 minutes

**Materials:**

- Blank sheet of paper with large circle in the middle (i.e. [Identity Wheel template](#)), extra paper, large whiteboard or large sheet of paper, markers/colored pencils

**General prep for meeting:**

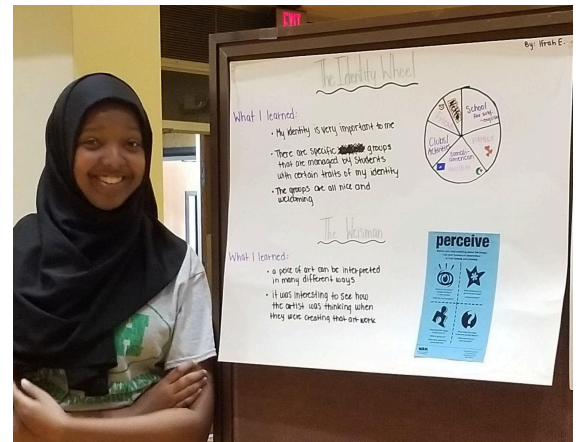
- Meet with youth leaders to do the activity with them first and then decide which parts they would like to lead.

**Prep for meeting virtually:**

- Set up the Zoom meeting ahead of time and email the link to the members.

## How to do it

1. Begin by telling youth that we will be talking about our identities. Ask youth to describe what an identity is. Continue to explain that an identity is a distinguishing characteristic, quality or personality of an individual that makes the person who



- she or he is. It also relates to how a person sees herself of himself relative to the world and how the person understands her or his possibilities for the future.
2. Ask youth to come up with examples of what might be parts of one's identity. Keep a running list. Explain that we will draw a pie chart of our own identities. You can bring an example of your own identity model to share with them.
  3. Ask youth to write down the parts of their identity on a separate sheet of paper (e.g. race, ethnicity, religion, social class, abilities, etc.)
  4. Using a blank circle, ask them to divide their wheel into sections that show the parts of their identity with the size of each section relating to how aware they are of each identity on a daily basis. For example, a person might not think too much about being male or female, but might be very aware of their race and think about it a lot. [Tip: It is helpful sometimes for youth to rank listed identity components.]
  5. Once everyone has completed this activity, have youth share their wheel to the large group. Ask that they share what they created and why they represented their identities in this way.
  6. Reflection: In small or large groups, answer these questions:
    - Tell us why you see yourself this way. Why are some identity parts larger than others?
    - Do any of these identities help you achieve your educational goals or aspirations?
    - Do any of these identities make it hard for you to achieve your goals or aspirations?
  7. Take it further: Identity development is a lifelong process for everyone. Consider giving youth more opportunities to explore the idea of identity through other lessons. For instance, you could use the [Identify themed 4-H Club Agenda for more advanced learners](#), or explore some activities from [WeConnect: A Global Youth Citizenship Curriculum](#).

*This lesson is from [Youth Aspirations: Imagining and Navigating Futures in Higher Education](#), by Joanna Tzenis, copyright 2020 by Regents of the University of Minnesota.*

*Identity wheel activity adapted from "Social Identity Wheel", from the University of Michigan College of Literature, Science, and the Art (August 2017). Retrieved from [sites.lsa.umich.edu/inclusiveteaching/2017/08/16/social-identity-wheel](https://sites.lsa.umich.edu/inclusiveteaching/2017/08/16/social-identity-wheel)*

## Recreation Ideas

**Human Machines:** Divide members into equal teams. Each team must create a working machine or appliance that is recognizable by the other teams using only themselves. It must have moving parts and everyone must be involved with the machine. Parts of the machine should represent the strengths that members bring to the team. Have them demonstrate their machines and explain how the parts represent the strengths of the team members.

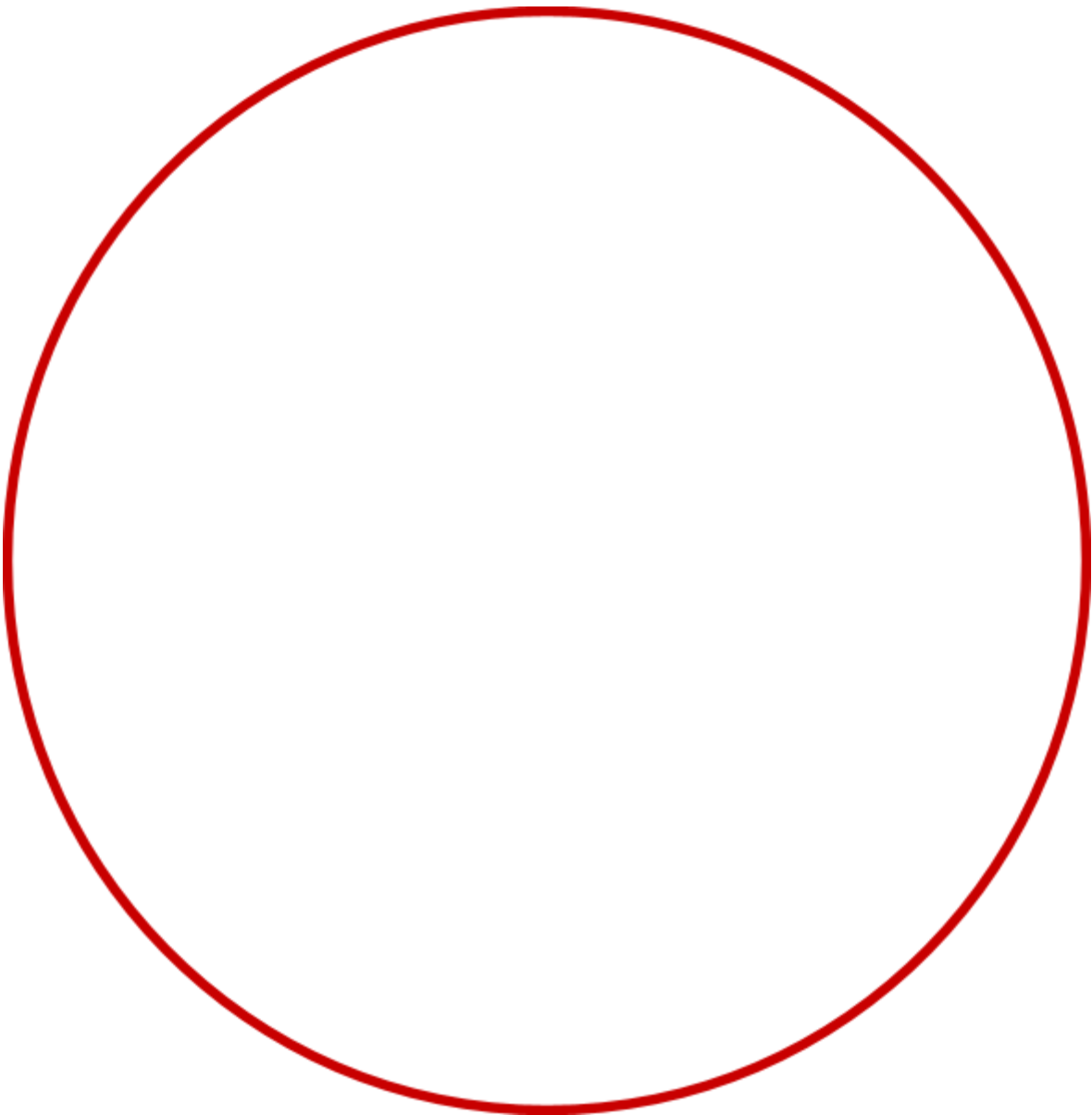
**Candy Store Game:** Using your favorite candy (M&Ms, Skittles, Jellybeans, etc.) ask participants to take the amount of candy they want, but they cannot eat the candy. For each piece of candy taken, the participant must state one positive fact about himself or herself. Others can chime in if they run out of ideas. Discuss: Why is it important to see positive things in yourself?

## Additional Resources

- [WeConnect: A Global Youth Citizenship Curriculum](#)
- [True Leaders: Culture, Power and Justice.](#)
- [Learning for Justice](#) website

This sample 4-H agenda was compiled by Jessica Pierson Russo, Regional Extension Educator, UMN Extension Department of Youth Development

# Identity Wheel template



## Parts of My Identity

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