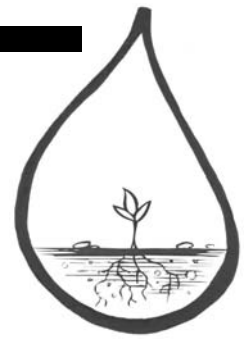


# Building Environmental Youth Leadership

## A High-School Service-learning Curriculum



### TOPIC:

Mission-building

### OBJECTIVES:

- Students will get acquainted with their co-participants.
- Students will identify strengths they offer the team.
- Students will envision and depict their role in the mission of the team.

### LENGTH:

30 minutes to 1 hour

### ENVIRONMENT:

Indoors or Outdoors.  
Need a place for students to work alone

### MATERIALS:

- Copies of the Mission Shield worksheet.
- Crayons, markers, colored pencils.
- A clipboard or desk for each student.
- A chalkboard, dry-erase board or other means of depicting the assignment.

## Mission Shield

### Background:

The team mission statement provides a collective aim to guide group members in completion of their service project. However, it lacks clear definition of students' contributions. This activity extends definition of the mission to individual aspiration and roles. Within the frame of a heraldic shield, participants artistically render the team mission, surrounding it with their own mottos, strengths, aspirations. Through sharing these symbols, students begin the process of characterizing individual roles on the team.

### Activity Outline:

#### Beforehand:

Make copies of the mission shield for all team members prior to their arrival. Using a chalkboard, dry-erase board, etc., draw the shield with prompts so that students will be able to read them clearly (see Fig. 1).

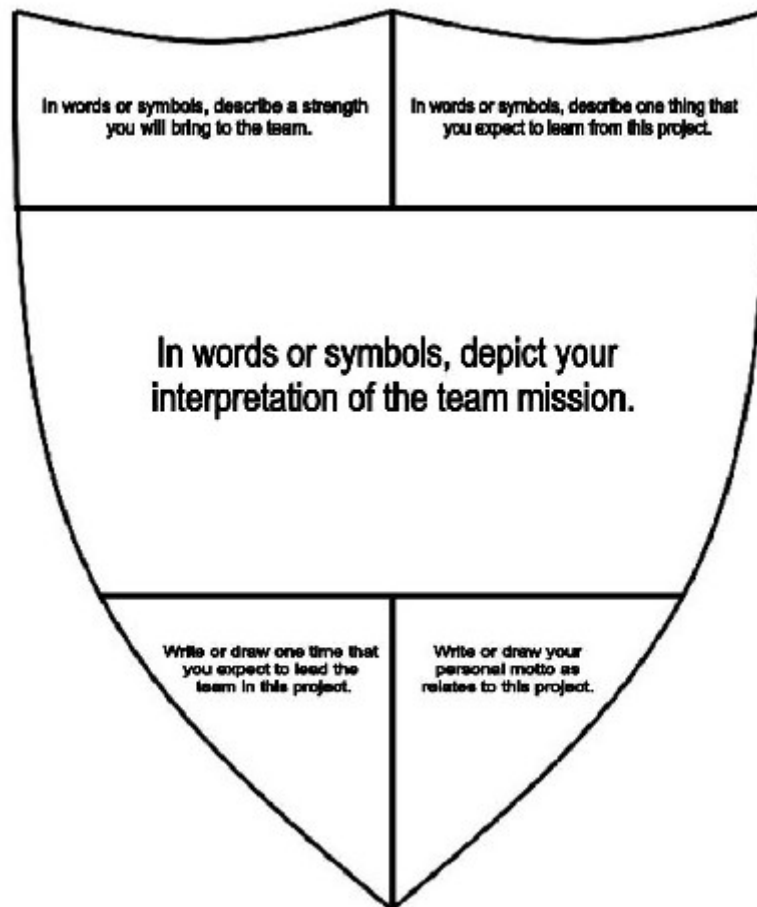
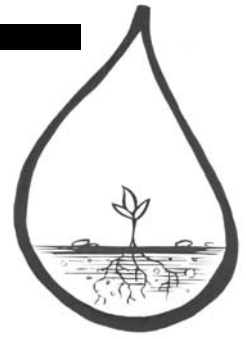


Figure 1. Mission Shield with prompts for students.

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### *Shield Design:*

Students gather for instructions. Take a moment to preview the objectives of the activity. Point out the prompts on the board, and stress that students may design their shield in the way they feel most comfortable—words, symbols, drawings, etc. However, they should be prepared to share their creation with the class at the end of the activity.

Answer any questions. Hand out copies of the Mission Shield worksheet. Direct team members to spread out and work on their shields.

### *Sharing Shields:*

Once work has finished, the team gathers for discussion and sharing. Students should take turns briefly showing and describing their work to the group. After all have presented, discuss the results. Ask students to point out any similarities between shields. Are their common mottos? Strengths? Is there obvious connections between students expecting to lead the group? Apply the results. How can the team make sure that members meet their aspirations for learning? Are there gaps in team leadership? Can these be solved?

It may be useful to have students fix these shields into journals or lab notebooks, or hang them on the meeting room wall. Continual reminders of this experience are imperative to increased effectiveness. Afterward, refer often to students' creations and lessons learned, asking them to recall emotions and answers to questions. Students should often revisit their shield, further assessing their roles in the team service-learning effort.

### **References:**

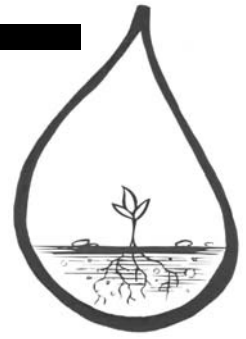
This lesson is adapted from *Creative Heraldry* in:

Rohnke, K., & Butler, S. (1995). *Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership*. Dubuque, IA: Kendall/Hunt Publishing Company.

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## Mission Shield

Mission Shield Worksheet

