

LIR Schedule

Spring 2013

January 14-17: Introductions/Expectations/Ice-Breakers

January 21-24: Model the Way

January 28-31: Challenge the Process

February 4-7: Inspire a Shared Vision

February 11-14: Enable others to Act

February 18-21: Encourage the Heart

February 25-28: Reflection/End of LIR celebration

*For Monday sections, there will be no class on MLK day (Jan. 21) so Monday sections will be a day behind starting the second week (and only have six weeks together). To catch up, they will combine the last two classes. So on February 25,th the class will combine Encourage the Heart and the Reflection/End of LIR celebration.



Leaders in Residence 2013

Greetings LIR Facilitators!

Thank you for your interest and enthusiasm in facilitating a section of the 2013 Leaders in Residence (LIR) program. I am excited that all of you are willing to take the time to provide another opportunity for the students' of Bowling Green State University to develop and grow in their leadership potential.

The Student Leadership Challenge (Kouzes and Posner, 2008) will provide a backbone for the LIR program's content. It is preferred that you read the book before teaching the class, as the text is an excellent reference for leadership development for emerging leaders. I have provided an overview in this notebook; however, the discussions and examples within the text will provide a more comprehensive overview and understanding of the material. Please keep the book as a token of my appreciation for all the time and energy you will expend these upcoming weeks.

I invite you to use the enclosed resources as a guideline; supplementing your class with additional resources and activities from your personal leadership development experience is welcomed and encouraged.

Please feel free to contact me with questions or requests for additional material. I have plenty of books, ideas, and handouts if you need something different.

Thank you again for your help! I hope this is a great experience for you!

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Leaders in Residence 2013
The Leadership Challenge Overview
Adapted from Kouzes and Posner (2003) & UIFI (2002)

Leadership

- *What are some of the essential components of leadership?*
- *Why is leadership important? Where will it take us?*

Five Practices of Exemplary Leaders

- The five practices are offered by James Kouzes and Barry Posner in their book, *The Student Leadership Challenge*.

Challenge the Process

- *To search for opportunities.*
- *To experiment and take risks.*
- Leadership is the creation of a new way of life; do this by fostering change, taking risks and accepting responsibility for making it happen.
- Leadership is associated with change, turbulence, conflict, innovation; these challenges bring out the best in leaders.
- Leaders seek out challenges and challenges seek out leaders; don't always have to initiate change- may be handed to you.
- Must challenge the status quo (tradition) because any system will unconsciously conspire to maintain the status quo & prevent change; once useful routines (traditions) sap the vitality of an organization & cause it to atrophy; the critical issue is not routines or no routines, but which routines. Those few essential routines (traditions) that serve the key values of the organization should be worshipped; those that are excuses should be exposed for the injury they do to the welfare of the organization and its people.
- Challenging the process it NOT:
 - Just playing "Devil's Advocate" for the sake of doing it
 - Challenging someone' opinions or ideas just because they are different from yours or the norm

Inspiring a Shared Vision

- *To envision the future.*
- *To enlist the support of others.*
- When you inspire people, you breathe life into them.
- Visions in organizational life give focus to human energy, enable others to see more clearly what is ahead of them – it is a leader's responsibility to give focus to vision; leaders are possibility thinkers.
- Members may have a detailed job description, but lack information about the "big picture."
- Vision: ideal & unique image of common future, expresses our highest standards & values.
- Identify constituents – with whom do you want to share your vision/find out what they want.
- Effective communication is essential to sharing vision.

Enabling Others to Act

- *To foster collaboration.*
- *To strengthen others.*
- Use WE.
- The expectation of future interaction encourages people to cooperate in the present.
- Meaningful member participation has a positive impact on productivity; it is almost never negative or neutral.

- Provide people with power necessary to make a difference by making sure they have skills and knowledge needed to make good judgments, keeping people informed, developing personal relationships among the players, involving people in important decisions, and acknowledging people for contributions.
- When you strengthen others, your level of influence increases.
- When you go out of your way on behalf of others, you build up credit with them, credit that may be drawn upon when extraordinary efforts are required.

Modeling the Way

- *To set an example.*
- *To plan small wins.*
- You cannot lead others where you wouldn't go yourself.
- In order to set example, leaders must know and live their values.
- Positions give authority but behavior earns respect; consistency between words and actions build leaders credibility.
- Modeling the way is how leaders make their vision tangible.
- Leaders provide standard by which other people in the organization calibrate their own choices & behaviors.
- We don't see values but we see values manifest themselves in "moments of truth."
- Most effective change processes are incremental – break down big problems into small doable steps and get a person to say yes numerous times.
- Small wins help get people committed because it makes it easy for them to take the first step.

Encouraging the Heart

- *To recognize contributions.*
- *To celebrate accomplishments.*
- Reward performance that meets & exceeds the articulated standards.
- Recognition helps empower recipients by increasing their visibility.
- Say thank you.
- Leaders make people feel like winners.
- When leaders cheerlead they base their celebrations on three central principles – focusing on key values, making recognition publicly visible, and being personally involved.
- Celebration occurs to call attention to and reinforce key organization values.

Discussion

- *What were some of the common themes between the practices?*
- *What connections can participants make between the practices?*
- *Will doing the practices be enough to be an effective leader? Why?*
- *What will they need to do in order to lead change?*
- *Which of the five practices is most important?*
 - *Presenter makes the point that they are all interconnected and equally valuable.*
 - *The real value of the practices is the awareness of them all. Leadership is not about a one-person crusade or getting the credit for doing something great. It is about moving a group of people forward and engaging the community.*

Leaders in Residence 2013

Weekly Overview

Week 1

- Introductions – Instructors, Student Facilitators, & Participants
- Icebreakers & Get-To-Know-You Activities
- Set class expectations and goals
- *Leaders In Residence Overview*
- *Student Leadership Practices Inventory* – administer
 - Have students sign up to lead a team-builder for a practice

Week 2

- *Student Leadership Practices Inventory* – interpret, provide feedback and discuss
- Model the Way (choose an order of practices appropriate for your section)

Week 3

- Challenge the Process

Week 4

- Inspire a Shared Vision

Week 5

- Enable Others to Act
- Get food orders/requests (turn into Katie)

Week 6

- Encourage the Heart
- *PowerPoint Presentation: Get Involved with ALIR*

Week 7

- Wrap up practices-review
- 10 commitments (see page 78)
- Reflection
- Social Time/Awards/Food

* Insert additional icebreakers and get-to-know-you activities as needed throughout LIR

Leaders in Residence 2013

Week 1 - Overview

Session Objectives/Outcomes:

- Students will be able to name a few other people in the class
- Students will be able to articulate expectations for the classroom; expectations from peers and instructors.
- Students will analyze leadership, specifically focusing on why it is important to their life
- Students will be introduced to Kouzes and Posner 's (2003) *The Leadership Challenge*

Sample Outline:

- I. Welcome students to the class, inviting all students to make themselves a table tent name card
- II. Start some simple ice-breakers and team-builders to help the class get to know names
- III. Discuss expectations and why students signed up for the class
- IV. Outline the next 6 weeks- emphasizing continued participation *- Attendance, participation, etc space* *when all will be discussed*
- V. Discuss characteristics of leadership; try to create a classroom definition
- VI. The Leadership Challenge Overview Activity (page 6)
- VII. Introduce the Student Leaders Practice Inventory (SLPI)
 - a. Note: This can be split into two days or just one. The processing activity is found on page 9.
- VIII. Have students sign up to group present a practice *→ What's expected*

Other Quick Ideas:

Bring in campus leader to speak on leadership

- leadership timeline
- ~~expectation~~
- What is leadership?
- Who can be leader?

~ 5 ~

- Have fun
- Better communication
- make friends
- literary stuff
- leader in other opps
- respect

Leaders in Residence 2013

Week 1 - Activities

Activity: Leadership Challenge Overview

Description: To help students gain a better understanding of The Leadership Challenge, students will be given slips of paper that are descriptors of the five practices. Students will have to match the descriptor with the correct practice.

Materials: slips of paper with descriptions, sheets of paper for five practices, tape

Process:

1. Explain to students that they will be receiving pieces of paper with descriptors of the five practices. Tape up 5 large pieces of paper to the walls. Each piece of paper should be labeled with one of the five practices.
2. Hand out individual descriptors to each student along with tape. You can give multiple descriptors to students if there are fewer students.
3. Ask students to tape descriptors under the practice they feel best matches their individual piece(s) of paper
4. Once students are finished go through each practice to see if the descriptors match. Be sure to also ask the students to explain why they made the match as there could be more than one right answer.

Challenge the Process

Search for opportunities
Experiment and take risks
Fostering change
Change, turbulence, conflict, innovation
Seek out challenges
Challenge the status quo

Inspiring a Shared Vision

Envision for the future
Enlist the support of others
Give focus to human energy, help others to see clearly
Describe the "big picture"
Standards and values
Identifying who is important to the vision

Enabling Others to Act

Foster collaboration
Strengthen others
Use WE
Meaningful member participation

Strengthening others with the skills and knowledge to be successful
Advocate for others

Modeling the Way

Set an example
Plan small wins
Practice what you preach
Know and live your values
Positions give authority but behavior earns respect
Set the standard

Encouraging the Heart

Recognize contributions
Celebrate accomplishments
Reward performance that meets and exceeds standards
Say thank you
Make people feel like winners, be a cheerleader
Reinforces key organization values

Leaders in Residence 2013

Week 1: LIR Get to Know You Questions

1. What is your full name and how did you get it?
2. Where and when were you born?
3. Do you have any siblings? What are/were they like?
4. What words and/or phrases do you use very frequently?
5. What do you have in your pockets?
6. Do you have any quirks, strange mannerisms, annoying habits, or other defining characteristics?
7. What is your earliest memory?
8. Where did you learn most of your skills and other abilities?
9. While growing up, did you have any role models? If so, describe them.
10. While growing up, how did you get along with the other members of your family?
11. As a child, what did you want to be when you grew up?
12. As a child, what were your favorite activities?
13. What do you consider the most important event of your life so far?
14. Who has had the most influence on you?
15. What do you consider your greatest achievement?
16. If you could change one thing from your past, what would it be, and why?
17. What is your best BG memory?
18. What is your worst memory?
19. Are you basically optimistic or pessimistic?
20. Do you believe in the existence of soul mates and/or true love?
21. What do you believe makes a successful life?
22. Who is the most important person in your life, and why?
23. Who is the person you respect the most, and why?
24. Who would you turn to if you were in desperate need of help?
25. Do you tend to argue with people, or avoid conflict?
26. Do you tend to take on leadership roles in social situations?
27. Do you like interacting with large groups of people? Why or why not?
28. What is/are your favorite hobbies and pastimes?
29. What is your most treasured possession?
30. What is your favorite color?
31. What is your favorite food?
32. What, if anything, do you like to read?
33. What is your idea of good entertainment (consider music, movies, art, etc.)?
34. What makes you laugh?
35. What would you do if you had insomnia and had to find something to do to amuse yourself?
36. How do you deal with stress?
37. Are you spontaneous, or do you always need to have a plan?
38. What are your pet peeves?
39. What is your greatest strength as a person?
40. Are you generally introverted or extroverted?
41. Are you generally organized or messy?
42. Name three things you consider yourself to be very good at.
43. Where do you see yourself in 5 years?
44. If you could choose, how would you want to die?
45. If you knew you were going to die in 24 hours, name three things you would do in the time you had left.
46. What is the one thing for which you would most like to be remembered after your death?
47. What three words best describe your personality?

Leaders in Residence 2013

Week 1 or 2 -Activities

Interpreting LPIs (Leadership Practices Inventory)

Objectives of Presentation:

- To help students understand their strengths and areas of improvements within the Leadership Challenge
 - To understand the importance of ALL practices
 - To understand how practices interconnect and relate
-

- Hand out the blue/white assessments to students
- Have students fill out assessment; transfer score of each question to corresponding number on back of assessment
- Have students add up the columns, circle the highest and lowest number (there could be 'ties' for some of the columns)
- Each column represents a practice, thus, the highest number equals the practice the student does *most often*

(Example below (replicates the back sheet of the assessment))

1. ____	2. ____	3. ____	4. ____	5. ____
6. ____	7. ____	8. ____	9. ____	10. ____
11. ____	12. ____	13. ____	14. ____	15. ____
16. ____	17. ____	18. ____	19. ____	20. ____
21. ____	22. ____	23. ____	24. ____	25. ____
26. ____	27. ____	28. ____	29. ____	30. ____
<i>Model the Way</i>	<i>Inspiring a Shared Vision</i>	<i>Challenge the Process</i>	<i>Enable others to act</i>	<i>Encouraging the Heart</i>

- The column in which the student scores are lower is an area for improvement.
- For example, a person scoring high in column 1 and lower in column 5, "Challenges the Process" most often of the 5 practices. This same person does not "Encourage the Heart" *as often as* the other 5 practices

Processing Questions:

- Which column did you score the highest?
- Which did you score the lowest?
 - o Explain which column represents which practice
- Are you surprised by these results?
- Based on what you know right now about "Leadership Challenge" which practice did you think you would score the highest?

Chart for Graphing Your Scores

Percentile	Challenging the Process	Inspiring a Shared Vision	Enabling Others to Act	Modeling the Way	Encouraging the Heart
100%	30 29 28	30 29 28	30	30 29 28	30
	27	28	29	27	29
90%	26	27	28	26	28
	25	26	27	25	27
80%	24	25	26	24	26
70%	23	24	26	23	25
60%	22	23	25	22	24
50%	21	22	24	21	23
40%	20	21	23	20	22
30%	19	20	22	19	21
20%	18	19	21	18	20
10%	17 16 15	16 15 14	20 19 18	17 16	18 17 16



- What if a peer or a supervisor/advisor did this assessment for you? Would your scores match theirs? How do others perceive you?

An activity often done with this presentation:

- split large group up based on their strongest practice (i.e. Model the Way, Enable Others, etc)
- Give them scratch paper or a large post – it paper w/ marker
- Have them answer the following questions:
 - o What are five positive attributes about your practice?
 - o What is important to know about your practice?
 - o What would the world be like if EVERYONE was an (insert practice here, “modeler”, “encourager”, “inspirer” “enabler” or a “challenger)
 - o What would the world be like if NO ONE was an (insert practice again)
- Have groups share with class
- Ask questions that help guide students toward concluding:
 - o That one practice is not necessarily *better* than the other. Based on this theory, we need to be well rounded and exhibit ALL practices to be most effective as leaders
 - o Another way to look at this is: when on a “team” or working together in a student organization, staff, etc, there will be a variety of strengths – when all these practices come together on a team = more effective leadership
 - This is going along with the idea of “team leadership” and away from the idea that only one person can be the leader of a group
 - These last two concluding points just looks at this theory through 2 different lens; how the Leadership Challenge can improve personal leadership and team leadership
- LIR workshop series will help students to identify ways in which they can continue to grow in their stronger practices and learn new ways/ things to do to better exhibit those practices they do not do as often

Sample Lesson Plans:
Introduction Week

Leaders in Residence Session 1: Introduction to Leadership

Wednesday January 17th, 2007

I. Introductions: (Aliya and Irene)

- 20 questions about Aliya and Irene (ask us anything you want)

II. Class Introductions: (Aliya and Irene) (take roll and note additions or subtractions)

- tell us your name, major, hometown, where you live, year, and one thing that you are excited about with regard to class

III. Overview of practices:

- Challenge the process and Inspiring a shared vision (*Aliya*)
- Enabling others to act, Model the way, Encourage the heart (*Irene*)

Give handout (green sheet)

IV. Leadership Practices Inventory: (Aliya)

V. Break:

VI. Process the Leadership Practices Inventory: (briefly give them an overview of what the scores mean) (*Aliya*)

VII. Transition into Ice Breakers:

VIII. License Plate/Name Plate Activity: (Irene)

Create a license plate that will serve as your nametag. Please put words, symbols, phrases, etc. that reflect you.

IX. Concentration Game: (Aliya)

- Students will get to know each other through this game. They pass an object around the circle in a certain order. Before they toss the ball they say the person's name. As they get better, more objects are introduced into the circle and the game becomes more challenging.

X. Celebrity: (Aliya and Irene) (this is a game of charades and Gestures rolled into one)

- There will be two teams. Each person will write the name of a celebrity or famous figure on a sheet of paper, fold it up, and put it into a bag to be drawn out later (depending on the number of people, they may write more than one name). There are three rounds. In the first round the team sends one representative up. The person can use words, motions, phrases, etc. to describe the person on the paper without actually saying the name. When the team guesses, the same person draws again and again until the time runs out or there are no more people to guess. The teams get one point for each correct answer. After each team has gone in the first round. They proceed to the second round; follow the same directions as the first round, except they are only allowed to use one word to describe who is on the paper. In the third round, they follow the same directions only they cannot say anything at all. Each team will have 60 seconds in each round.

XI. Reminders to the class:

1. Welcome-- fill out nametags, JJ will check roster
 2. Icebreaker/Energizer
 - The Shoe Game (30 minutes)
 - Have the group stand in a large circle shoulder to shoulder. Next, have everyone remove their shoes and tie them together. At the leader's command, everybody runs to the center of the circle, and throws their shoes in a pile, returning to the circle. Have one volunteer choose a pair of shoes other than his/her own and make one statement about the owner of the shoes (i.e. "The owner of these shoes must have a great fashion sense.") The owner of the shoes then comes forward, introduces him/herself to the group (Name and why you are here), and picks out another pair of shoes to introduce. Repeat until everyone has been introduced through their shoes.
 - Captain's Coming (10 minutes)
 - A variation of Simon Says. One facilitator takes the role of the "Captain" and issues the following commands to all people playing:
 - **Captain's Coming:** All players stop whatever they are doing and salute the Captain (the salute continues until the Captain says "At ease.")
 - **Port:** All players begin walking to their *left*.
 - **Starboard!:** All players begin
 - **Seasick!:** In pairs of two, one person leans forward while the other person pretends to be seasick and throws up over the other person (just as one would throw-up overboard)
 - **Crow's Nest!:** In groups of three, two people form a circle with their arms around the third person (forming a crow's nest), while the third person gestures that he/she is looking out to sea.
 - **Dinner Time!:** Groups of four people gather quickly in a small circle and gesture as if they are eating their dinner *very* fast.
 - **Walk the Plank:** Groups of five people must quickly form a straight line of five.
 - **Mermaid:** All players say "Hiiiiii Sailor!" in a high-pitched voice and waive to the Captain.
 - Before the game begins, inform all players that those who are eliminated then begin to shout fake commands to the remaining players in an attempt to trick them into being eliminated (because the only orders that can be followed are the Captain's).
 - Features of Game: This is a high-energy icebreaker; therefore it is advised build up the group's comfort with each other before beginning this game. The structure of the commands will force students to get into different sized groups each time, allowing various students the chance to interact and meet with each other.
 3. Group Pact (10-12 minutes);
 - Enlist students to create a set of expectations for both themselves and for the facilitators
 - *Bring pact to each session*
 - Supplies needed: markers, paper; student volunteer to scribe?
- *5 minute break*
4. "The Real Me" (5 groups)

Students are given a piece of paper with a stick figure drawn on it, along with a marker.

They are given the following instructions:

- At your feet, something that grounds you
 - In the background, where you grew up
 - In your left hand, your favorite artists, band, books, movies
 - In your right hand, a talent
 - On top of your head, something you know a lot about
 - Over your heart, your values (to be tied into Model the Way session later)
 - In the sky, your dreams
- 10 minutes to draw
 - 10-12 minutes to share
 - debrief
 - How easy was it?
 - Why?
 - Why did we do this activity?
 - Relate activity to “Model the Way” and focus on being an authentic leader
5. Take LPI Assessment (10 minutes)
 - Supplies needed: LPI inventories, pens
 6. Overview of next five weeks (10 minutes)
 - Explain the five practices broadly (2-3 minutes)
 - Ask students to volunteer in various roles in LIR (sign up students and collect LPI)
 - Icebreakers (2 students)
 - Practice-Related Activity/Presentation (2 students)
 - What I Want to Leave You With (1-2 students)
 7. What I Want to Leave You With (5 minutes)

Leaders in Residence 2013

Model the Way

Session Objectives/Outcomes:

- Students will be able to identify and articulate their values
- Students will identify strategies to live out their values
- Students will understand what it means to “set the example”

Sample Session Outline

- I.** *Show a movie:* Visual representations of people modeling the way around.
 - a. “Glory” - at the end, Matthew Broderick, a union general, leads the charge on a Confederate base – an atypical action of officers who usually hang behind their soldiers.
 - b. “Remembers the Titans” - The two lead football players overcome their differences and act as role models to the younger players, teaching them how to be a team, not a loose group of individuals. Several good scenes occur during the summer training camp.
 - c. Movies can be checked out through Katie or Jenn Goddard

- II.** *Define Model the Way:* Ask students to work in pairs to create their own definitions. After, have students share and create a class definition. Talk about the connections to Kouzes and Posner’s practices.

- III.** *Tell a story:* tell the class of a personal story when you modeled the way. Have the students tell a story of a friend or colleague who has done something to live out his/her values and model the way for others.

- IV.** *Facilitate Model the Way activities:* activities may be done back to back with processing at the end, or, may be done one at a time with processing after each.

Possible Activities (see other page)

Leaders in Residence 2013

Model the Way

Audio Clips

Objective: To show students examples of great, famous leaders modeling the way for their constituents.

Goal: To enable students to see how modeling the way is manifested in words and actions, so they can begin to learn how to model the way in their personal lives.

Directions Attain audio clips from BGSU's audio library – burn to a CD in the library w/ the assistance of librarian.

Suggestions: Martin Luther King's "Letters from Birmingham" – tells constituents to be strong, and continues to lay out his vision for them so they can determine "the way" to reach that vision. In his "I have a Dream" speech, he models the way by expressing his beliefs and suggesting to those who desire equality to model their behaviors similar to his. He provides vivid examples.

Questions:

- What did the speaker say that qualifies as modeling the way?
- Were you inspired to follow him/her based on the speech?
- What would you have said that is different and that conveys, in your opinion, modeling the way in a better sense than the original speaker?

Leaders in Residence 2013

Model the Way

Activity: Cross the Line

Objective: To have students take ownership of past experiences in the presence of others. For students to recognize the values they grew up with and how that affects their ability to model for others.

Goal: To encourage students to become comfortable expressing themselves

Directions: The participants form a large circle. The facilitator reads questions and asks participants to step forward and “cross the line” if they respond ‘yes’ to the question. Before a new question is asked, the participants step back to original position. By “crossing the line” students make personal claims and model, to others, who they are.

"In this exercise, we will be dealing with some sensitive issues. Before we begin, we ask that everyone agree to the following guidelines:

- Honor confidentiality. Anything shared in this room stays within this group. You may discuss this experience with others at a later time, but you must omit any identifying characteristic when discussing other participants.
- Unconditionally respect yourself and others.
- No put-downs or hostile analysis. Avoid interpreting other people's experience.
- Give caring feedback.
- This exercise will include a dialogue, not a debate. There are no losers or winners in these exercises.
- Agree to disagree.
- Everyone has the right to pass.
- It is okay to express your emotions.
- No "rescuing."
- Take responsibility for you own learning - ask for what you need.

"Are these guidelines acceptable to everyone?"

Remember that you can participate as much or as little as you feel comfortable with. However, we do encourage you to take some risks with this exercise, because that is the best way for all of us to learn and grow.

I will be giving you a series of instructions during the first portion of this exercise. Please follow the instructions in complete silence, paying attention to who is with you and who is separated from you, noting the feelings that come up while performing this exercise.

You do not have to identify yourself as a member of a group that is called out if you do not wish to, but you should notice any feelings that come up about not identifying yourself. If you are not sure about which group you belong to, decide for yourself where it makes sense for you to go."

Questions:

"Please take a step forward if ... [the category]. [Pause.] Notice who is standing with you. Notice who is not. [Pause.] Notice how you feel. [Pause.] Come back together again."

1. One of your parents, or the people who raised you, were or are working-class and did manual labor, skilled or unskilled work, or pink-collar clerical or service work to make a living.
2. Neither of your parents, or the people who raised you, attended college (or received a college degree).
3. You have a visible or hidden physical disability or impairment.
4. You have ever been seriously or continually sick.
5. Someone in your family, or a close friend, is lesbian, gay, bisexual or transgender.
6. You or a member of your family has ever been labeled mentally ill.
7. You or a member of your family have ever been incarcerated or been in the juvenile justice system.
8. You are Atheist or Agnostic.
9. You or someone you know is adopted.
10. Your natural parents are divorced.
11. You have had one or more parents pass away.
12. You have experienced the effects of alcoholism or drugs in your family.
13. You have had a friend or relative commit suicide.
14. Your ancestors were forced to come to the USA not by choice.
15. Your primary ethnic identity is American.
16. You were ever called names because of your race, class, ethnicity, gender, or sexual orientation.
17. There were people of color who worked in your household as servants, gardeners, etc.
18. You were ever ashamed or embarrassed of your clothes, house, car, etc.
19. Your parents were professionals: doctors, lawyers, etc.
20. You were raised in an area where there was prostitution, drug activity, etc.
21. You ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed.
22. You studied the culture of your ancestors in elementary school.
23. You went to school speaking a language other than English.
24. There were more than 50 books in your house when you grew up.
25. You ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up.
26. You were taken to art galleries or plays by your parents.
27. One of your parents was unemployed or laid off, not by choice.
28. You attended private school or summer camp.
29. Your family ever had to move because they could not afford the rent.
30. You were told that you were beautiful, smart and capable by your parents.
31. You were ever discouraged from academics or jobs because of race, class, ethnicity, gender or sexual orientation.
32. You were encouraged to attend college by your parents.
33. You were raised in a single parent household.
34. Your family owned the house where you grew up.
35. You saw members of your race, ethnic group, gender or sexual orientation portrayed on television in degrading roles.
36. You were ever offered a good job because of your association with a friend or family member.
37. You were ever denied employment because of your race, ethnicity, gender or sexual orientation.
38. You were paid less or treated unfairly because of race, ethnicity, gender or sexual orientation.
39. You were ever accused of cheating or lying because of your race, ethnicity, gender, or sexual orientation.
40. You will ever inherit money or property.

41. You had to rely primarily on public transportation.
42. You were ever stopped or questioned by the police because of your race, ethnicity, gender or sexual orientation.
43. You were ever afraid of violence because of your race, ethnicity, gender or sexual orientation.
44. You were generally able to avoid places that were dangerous.
45. You were ever uncomfortable about a joke related to your race, ethnicity, gender or sexual orientation but felt unsafe to confront the situation.
46. You were ever the victim of violence related to your race, ethnicity, gender or sexual orientation.
47. Your parents did not grow up in the United States.
48. Your parents told you, you could be anything you wanted to be.

Processing Questions:

1. How did it feel to be in the group which had to walk across?
2. How did it feel to be in the main group and watch others cross?
3. Did you walk a little or a lot? How do you feel about that?
4. What surprised you during this exercise?
5. What have you learned from this experience?
6. What can you do with this information in the future?
7. Are there any identities that are not covered in this exercise?
8. Did you feel comfortable taking ownership of past experiences? If not, at what point did you become uncomfortable?
9. What is the link between revealing aspects of your past and present and modeling the way?

Leaders in Residence 2013

Model the Way

I Choose You!

Objective: To have students learn about the life of a great leader and how he/she modeled the way.

Goal: To give students a chance to conduct research on a leader and learn how that leader modeled the way, influencing them to possibly adopt similar practices.

Directions: Have students choose they would consider a great leader. Tell the students they must share how that person modeled the way, but they can do it in any type of assignment they want. For instance, they can write a newspaper article about that person, create a photo book, write a poem about how that person modeled the way, etc.

Questions

- Who is your leader?
- Why did you choose this person?
- What are significant aspects of his/her life?
- How did they model the way?
- What practices did they engage in to model the way to others?

It's all in a Name

Objective: To clarify personal values by sharing descriptive words and beliefs.

Time: 20-30 minutes

Materials: Paper and marker for each participant
Set-up the room so everyone can see each other

Process:

1. Ask participants to create a "name acronym." Have each person write his/her name down the left side of the chart paper.
2. Have each participant write a word or adjective that begins with each letter in his or her name to describe his or her personal beliefs. For example, John may look like:
 - J- Jolly
 - O- Over-achiever
 - H- Hard working
 - N- Never ending
3. Ask each participant to share.

Debrief:

- a. What does each name acronym say about individual's shared beliefs and values?
- b. How helpful was this exercise to you in beginning to clarify your values?

Created by: Jan Miller and Denise Knight

Leaders in Residence 2013

Model the Way

The Values Auction:

Time: 30 minutes

Materials: Values on slips of paper, fake money, gavel

Process:

Write values on slips of paper

Each student is given a certain amount of “money”- to be determined by the facilitators

Explain rules to students:

Rules

- You may only spend your money, you may not barrow/take/give money from/to others
- No trading values
- No going in on an item together
- All sales are final
- No limit to number of values you buy
- You must hoot holler, do the wave, or otherwise catch the attention of the auctioneer in order to bid

Auction off items:

- Participants will not know how many items or what items are up for auction
- End auction at anytime

Discussion:

1. What decisions were easy for you to make?
2. What decisions were difficult?
3. Did you attempt a strategy?
4. What value did you really want? Were you waiting for one?
5. What did you think when other people wanted the same value as you? (respect v jealousy)
6. What does this mean about our team? (outbidding each other)

Sample Values: achievement, autonomy, beauty, caring, challenge, communication, competition, cooperation, courage, creativity, curiosity, diversity, discipline, effectiveness, empathy, equality, fairness, family, flexibility, freedom, friendship, fun, growth, happiness, health, hope, humor, intelligence, learning, love & affection, faith, trust, respect, responsibility, service to others, individualism, prosperity and wealth, winning, wisdom.

Created by: Jill Walters and Lexy Taylor

Leaders in Residence 2013

Model the Way

Toothpick Activity

Objective:

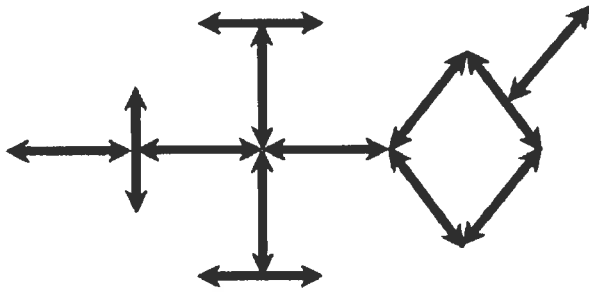
Promote the practice of Model the Way, with an emphasis on the two commitments: clarifying and setting the example

Time:

10-15 minutes, including time for debrief

Materials Needed/Setup:

14 toothpicks per person and a specific pattern to be communicated to the group, such as the design below:



Process:

1. Instruct each participant to take 14 toothpicks.
2. Ask for a volunteer.
3. As the participants are taking their toothpicks, explain to the volunteer that her/his role is to provide instructions to the group on how to assemble the toothpicks in a specific pattern. With his/her back to the audience, show the volunteer the pattern.
4. Inform the group that the volunteer will be giving them instructions on how to create a specific pattern with their toothpicks, and explain that the following rules must be followed:
 - a. No questions can be asked of the volunteer
 - b. Only verbal instructions will be given
 - c. Instructions cannot be repeated
 - d. You have 3 minutes, go!
5. Allow the volunteer to give verbal instructions for creating the pattern, and ensure the rules are followed.
6. At the conclusion of 3 minutes, stop any instructions and have the participants compare the patterns they created with one another, and with the volunteer's pattern (this can be in view as an overhead or PowerPoint with a large group)

Debrief questions:

1. How did we all do?
2. Are there differences among your patterns? Why are they so different when the instructions were the same?
3. Now let's compare with the actual pattern. Do they match? Why not?
4. What would have helped you replicate the pattern successfully? (Note: look for responses such as: opportunity to ask questions? having a visual?)
5. How does this exercise relate to the first practice of Model the Way and the two commitments (e.g., the necessity for clear, two-way communication and the benefit of an example)?

Key Points:

- In thinking about the practice of Model the Way and the first commitment, communication within the team and between teams and individuals is critical. It could be the communication of values, principles and standards, or shared ideals. It also could be the two-way dialogue of asking for and receiving feedback and building consensus on the team.
- In thinking about the practice of Model the Way and the second commitment, think about the necessity of a visual. This visual is you, setting the example by following through on commitments, acting on the feedback you have received, and being a behavioral example of credible leadership.
- Consider how you can better practice Model the Way and the two commitments.

Variations: You can change the pattern or change the debrief questions and key points to align with another practice, such as Challenge the Process or Inspire a Shared Vision.

Activity created by: Mary Cooper and Debbie Zmorenski

Leaders in Residence 2013

Model the Way

One Step Forward, Two Steps Back

Objectives: To demonstrate the dissonance created when a stated mission is not modeled
To create a list of specific examples of a mission in action

Time: 30-45 Minutes

Materials and Equipment: None

Process:

1. Inform the group that you are going to give them an opportunity to demonstrate how well they can follow your instructions. They will be moving according to your signal, as follows:
 - When you point up toward the ceiling that is an indication for them to move one step forward while saying the word FORWARD.
 - When you point to the floor that is an indication for them to move one step backward while saying the word BACK.
 - When you point to their right that is an indication for them to move one step to the right, while saying the word RIGHT.
 - When you point to their left that is an indication for them to move one step to the left, while saying the word LEFT.
 - Ask everyone to stand, and go through a round of movements to be sure that everyone understands.
2. After a few movements, mention that no one seems too excited about this, and maybe it is too simple, so let's make it difficult. Say, "For the next round, I will give you the same directions, and I'd like you to move the way my directions indicate, but SAY the opposite. For example, if I point to the ceiling, you will move FORWARD while saying BACK."
3. Test this out to be sure they understand; then begin the round giving any variety of directions you want. It won't take long for people to be confused and run into one another! At this point, stop the activity and say that obviously it is too confusing to say one thing while seeing movement to the contrary. So let's make a change.
4. Tell them that this time, they will say the same direction as you are giving them, but MOVE in the opposite direction. For example, if you point to the ceiling, they will say FORWARD while moving one step back. "Ready? Let's go!"
5. Do a few directions, and again, it won't be long before people are confused and run into each other. At this point, stop and say, "Okay! This isn't working either. Let's go back to the original. I'd like you to DO and SAY exactly what my directions tell you, but let's do it with gusto, as a team, with lots of energy and enthusiasm. Ready? Begin."

6. Go through the four or five movements, with the group shouting out the movements and moving in union. Then bring it to a close with cheers all around.

Debrief with these questions:

- What are the core messages you get from this activity? (Importance of modeling what you say; confusion that comes when you try to say one thing and do another; ineffectiveness of teams that have no shared mission)
- How did you feel trying to do one thing and say the opposite? Why was it confusing?
- How does this relate to missions companies, organizations, or schools have? (It is important to send a message through behavior that always align with the mission and values that are stated)
- Ask each group to identify five specific real-life examples of how they have actually seen the mission or values in action (or not). Allow about fifteen minutes.

Leaders in Residence 2013
Model the Way: Quotes

“Be the change you want to see in the world.”
~ Mahatma Gandhi

“And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.”
~ Marianne Williamson

“Nothing speaks like results. If you want to build the kind of credibility that connects with people, then deliver results before you deliver a message. Get out and do what you advise others to do. Communicate from experience.”
~ John C. Maxwell

“I have a perfect horror of words that are not backed up by deeds.”
~ Theodore Roosevelt

“It is the doer of deeds who actually counts in the battle for life, and not the man who looks on and says how the fight ought to be fought, without himself sharing the stress and the danger.”
~ Theodore Roosevelt

“True leaders are not those who strive to be first but those who are first to strive and who give their all for the success of the team. True leaders are first to see the need, envision the plan, and empower the team for action. By the strength of the leader’s commitment, the power of the team is unleashed.”
~ Unknown

What you are speaks so loudly, I can’t hear what you are saying.”
~ Ralph Waldo Emerson

“The three most important ways to lead people are... by example... by example... by example.”
~ Albert Schweitzer

“If you want to be trusted, be trustworthy.”
~ Stephen Covey

“Be the dream.”
~ John Chaney

“The best way to predict the future is to invent it.”
~ Alan Curtis Kay

Sample Lesson Plans:
Model the Way

Leaders-in-Residence: Model the Way

8. Welcome-- who do we have with us? (welcome those joining us who missed week 1)
Who is missing? (5-7 minutes, JJ do roster)
9. Name Icebreaker (JJ; 5-7 minutes)
10. Icebreaker (Student-Led; 10 minutes)
11. Personal Goal
 - Pair and share goals with someone else
 - Each person offers a challenge to the other that will help them achieve their goal by the conclusion of LIR.
12. Admired Leaders Activity (15 minutes total)
 - Break into 5 to 6 groups, give out a piece of paper and a marker
 - Prompt: Think of a leader whom you most admire and describe them to the group. Why do you admire this individual? As a group, think of what all of these individuals have in common and designate a student to write these facts down and report back to the group. (10 minutes)
 - Facilitate a large-group discussion with the groups sharing what they found. (5 minutes)
13. Personal Values Activity
 - Hand out loooooong list of values to students.
 - Instruct them to take 2 minutes to cross out X values.
 - Then have the students take another minute and scratch out X values.
 - By the end of the activity, each student should only have 5 or 6 values remaining. (5 minutes for this activity)
 - Questions for students to answer in pairs (on handout; 7 to 10 minutes):
 - Take a look at the values you have left. Why did you hold on to these five or six values?
 - Did you write any of these values down last week?
 - Where in your life did you get these values from?
 - Where do you see these values play out in your life, actions, and choices?
 - *Where in your life are these values absent?*
 - What does this mean for our own leadership?
 - Question for the whole group (10 minutes):
 - Why do we need to talk about values?
 - Ask a few students to share their values-- ask them, "So how does that value influence your priorities? Your assumptions? Your leadership?"
 - Follow up with additional questions to the whole group:
 - Think about these questions for yourself-- how does their value for _____ influence their possible response to a given situation?
 - How would that differ from how you would respond?
 - *How does understanding that difference change the way you would work with others?*
 - *So knowing we all have different values and will probably respond differently to different situations, what do we do about that?*
14. Model the Way Student Activity (10 minutes; Order TBD)
15. Announcements (reminders for students presenting next week, etc)
16. What I Want to Leave You With (Student-Led; 5 minutes)

Leaders in Residence 2013

Challenge the Process

Session Objectives/Outcomes:

- Students will be able to identify opportunities for change
- Students will be able to explore creative problem solving
- Students will be able to identify limiting factors to creativity and innovation
- Students will understand connection between experimentation and risk

Sample Session Outline

- I. Opening activity-Connect the Dots (page 28)
- II. Positive examples of “Challenge the Process” gone right. Risk, courage and leadership- Dead Poet’s Society or Apollo 13 movie clip
 - a. Can check out equipment and movies from Katie
- III. Discuss Kouzes and Posner’s “Challenge the Process.” What are the roles of a leader in initiating and creating change? What conditions encourage change or risk taking? How do you create a climate that is ready for change?
- IV. Supplement the rest of the class time with activities and team builders.

Possible Activities (See next page)

Leaders in Residence 2013

Challenge the Process

Connect the Dots

Supplies:

Paper

Pencil

Draw nine dots in the shape of a box on the board (see below) and challenge the students to connect the dots using only four straight lines that go through the middle of each dot without picking up the tip of their pencil. Students may start from any point, but once the first line is drawn they should not lift their pencil.

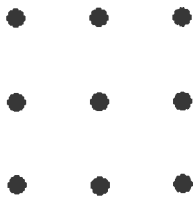
Hint: The end of the first line will be the start of the second line and so on. Each line may be as long or short as students would like and the lines may cross each other.

Provide time for students to work out the puzzle. If a student thinks they've found a solution, ask them to demonstrate it.

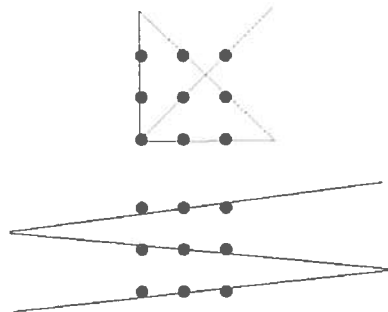
After several minutes, share the solution if no one has solved it. Ask students why this may have been challenging. Discuss the pros and cons of "staying in the lines" and how this applies to leadership and specifically, challenge the process.

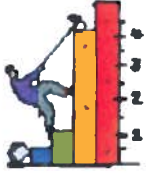
Explain that sometimes we have to look outside of the "norm" to find a solution or address an issue. We might have to involve other perspectives and "think outside the box" and challenge what has traditionally been tried to find a more meaningful and workable solution.

Challenge:



Solution:





Leaders in Residence 2013 Challenge the Process



Below are some real-life situations. Rather than telling you the outcome, let's work in groups of 4-5 and design a solution of our own.

Directions:

Compile a small skit incorporating major points of the situation, as well as the following:

- If you were in this person's shoes, what would you do to "challenge the process"?
- What aspect(s) of the practice of challenging the process are highlighted in your "plan of action"?

Scenario A:

Over the previous twenty years, employees had slipped in mere two dozen or so ideas into the company's suggestion box. Not only was the procedure drawn out and intimidating but management had a reputation for implementing employee's ideas without giving them credit.

The organization's culture caused low morale among the employees. Employees felt that it was pointless to contribute ideas because either they ended up nowhere, or they were not included in the implementation process.

Scenario B:

Luke Fennel has been in secondary education for over forty years. The difficulties Luke faced when he decided to become principal of Edison High School, a public school in Fairfax County, Virginia, were numerous and ran deep.

Among the challenges include lack of engagement among the employees and administrators, lack of school spirit, and insufficient time for planning the curriculum. The school, which was part of a large system of twenty-four high schools, had an obsolete scheduling process. The current scheduling process was consist of teacher's teaching five or six classes of 25-30 students per day in blocks of fifty minutes for planning. On an average, teachers taught 150 students a day with fifty minutes for planning.

Scenario C:

Jean Campbell who is the CEO of Synergistic Systems, Inc., a computer based medical billing company, encountered a serious crisis. After a major earthquake rumbled through California's San Fernando Valley at 4:21 a.m. on Monday, Jan 17, 1994, she found her world shaken to its very foundation.

Jean made her way to SSI building located uncomfortably close to the hard-hit Northridge area. Her primary concerns were to keep the revenues flowing for her clients and to be operational

within two weeks. She knew her employees will need money and didn't want anyone to go without a paycheck any longer than necessary.

Yet as she inspected the SSI facility – its ceiling collapsed on the floor, its twenty-eight-foot south wall pulled ten inches off the concrete base, its desks overturned, its files scattered, and its ceiling pipes leaking – she saw that she had a “no business business.”

Scenario D:

Allen Susser is the owner of Chef Allen's award-winning restaurant in North Miami Beach specializing in New Era cuisine. Susser wanted to introduce new menu items, as well as teach his staff the valuable details of the restaurant business.

Some of small but significant details of a restaurant include: keeping the facilities clean, making sure the plates are warm, maintaining quick service, and creating elegant food presentation. Rather than send his staff to a leadership seminar or holding another meeting, Susser looked for different methods to enable his staff to learn these valuable lessons.

Leaders in Residence 2013

Challenge the Process

The Marshmallow Challenge

Time: 45 minutes

5 minute introduction; 18 minute activity; 5 minute video. Additional time for discussion.

Materials: Each team needs 1 yard of tape, 1 yard of string, 20 pieces of spaghetti noodles, and 1 marshmallow.

Process:

1. Divide into teams of 3-5 members
2. Give materials to each team, provide team access to scissors if necessary
3. Read the following instructions to the teams at the same time:
4. Each team has 18 minutes to build the tallest, free-standing structure using the materials supplied to each group. The marshmallow must be attached to the top of the structure you build. After 18 minutes, I will measure the height of each structure that remains standing with the marshmallow on top. The winner is the team whose free-standing structure is the tallest.
5. Answer any questions the teams may have and give the groups a 30 second warning. After 30 seconds, start the activity and stand back. Remind them that the marshmallow **MUST** be on the top of the structure, and that the structure itself must be free-standing when the activity concludes. Let them know how much time has passed until 18 minutes is up.
6. After 18 minutes, measure the structures created within the rule and that are still standing
7. Declare a winner; show the participants the YouTube clip of The Marshmallow Challenge

http://www.ted.com/talks/tom_wujec_build_a_tower.html

Debrief:

- Was there a leader on your team? Who was it and who decided who the leader would be?
- If you had no leader, would designating someone a leader have helped?
- If you had a leader, how did he/she do? Of the leadership practices we have learned so far, which did your leader use?
- How helpful was everyone on your team in challenging the process of building the tallest structure? Did anyone appear to be an expert?
- Did any team members tune out of the activity? What could you have done to keep all members fully engaged?
- Did you feel everyone's ideas were well received during the activity?
- How did you feel as the time limit was approaching? Did pressure increase? If yes, was that helpful or not?
- In retrospect, what could you have done better to enhance your ability to Challenge the Process?
- Did you practice oversight? Where might new ideas have come from given your time constraint?
- Did you celebrate small wins? If yes, how?

Leaders in Residence 2013
Challenge the Process

Progressive Squares:

Adapted from: NIC IMPACT Facilitator Manual

Directions: Record answers to the following question:

What is different now about one of the student organizations you are currently involved in than when you joined? (If they don't have a student org, ask them to describe their residence hall floor)

Are participants surprised at the changes?

Are people surprised at the number of changes? Did they think there would be more or less?

Why have these changes occurred?

Who initiated the changes?

What are some of the changes that they might predict will happen in the future?

Refer participants to the Progressive Squares handout (next page). Have them spend a few minutes imagining their student organization or floor during different time periods. They should write their responses in the corresponding blocks. They can fill in their blocks in any order they choose.

Do you believe that some sort of change is likely in the future?

What determined the course of the past?

What determined the course of the past and what will determine the course for the future?

What strategies can they take to work towards the ideal?

Who gets to determine the future path of this community/organization?

Who is responsible for leading the change process?

Who is responsible for the future of the organization?

Progressive Squares

Think about your student organization or residence hall community during the following time periods. Write down the words and phrases that you think best characterize/describe the era in the appropriate boxes. Dream about what your ideal organization or community would look like.

<p>Five Years Ago</p>	<p>One Year Ago</p>
<p>Describe the characteristics of your Ideal Organization</p>	
<p>Today</p>	<p>Five Years from Now</p>

Leaders in Residence 2013

Challenge the Process

Objective

To increase students' knowledge and ability to make change in an effective, professional and creative manner.

Goal

To help guide students in using the information in their own organizations, residence halls, or extracurricular activities.

Time: 30-45 Minutes

Materials Needed

- University Newspaper (a few different days and different schools if possible)
- Local Newspaper (a few different days)
- National Newspaper (a few different days)
- Poster and Markers
- Worksheet (attached)

Process

- (1) Ask students to form groups of two-or three people and "assign" them a newspaper.
- (2) Students are to look through the newspaper for issues, concerns, or problems on the campus, in the city, or nation (international too!). There are to pick a concern and read the article.
- (3) Based on the information provided in the article, on their background knowledge, and their educational experiences, the group is asked to answer the following questions in regard to the problem:
 - a. What is the problem?
 - b. Who are the key players in the problem?
 - c. What more information is needed? What questions do you have about the problem?
 - d. Where or who can provide more information?
 - e. Who are the decision makers of the problem? Who would you recommend be apart of the final decision making process?
 - f. List out steps to solve the problem. Include information gathering, assessments – who would you survey, and special things to consider.
 - g. List options on how to solve the problem. Highlight your first choice and list the pros and cons to that option.

Use handout below to apply core values to understanding the question process.

- (4) Ask student groups to develop a poster for their action plan.

Additional Versions:

- Ask students to search the internet for college newspapers and bring in their own issue.
- Ask students to search specifically for an example of challenge the process that has been completed...either positively or negatively.

Leaders in Residence 2013

Challenge the Process

Paper Airplane Challenge

Materials:

Paper (multiple sheets for each team)

Process:

- Split the class into teams of 2-3 students.
- Instruct the team to design the best paper airplane possible. They will have 5-7 minutes to create their plane. The object is for the pilot (standing behind the start line) to fly the plane to the co-pilot (standing behind the finish line). Do not elaborate on the instructions.
- Give each team 5-7 minutes to create their plane. They can use as many sheets of paper as they want.
- When time is called, have the pilots and co-pilots line up across from each other behind the appropriate start and finish line. Instruct them to launch their planes when you say "BLAST OFF."
- Once they have been launched, ask them if they would like a few moments to collaborate with their co-pilot to make modifications. Give them 2-3 minutes to discuss and re-group.
- Line them up and BLAST OFF again.

After the second attempt, have participants sit with their partner and plane and facilitate a discussion based on the following questions:

- What was your first course of action when you were given your paper?
- Did you discuss flying strategies, spend time discussing how each of you interpreted the instructions or immediately begin making planes?
- What leadership skills were needed to make this event a success?
- Did you feel confident in your first plan?
- If your first plan was not successful, what were the first modifications you made to your plan? Was it to re-evaluate the plan or re-model the plane?

The directions you give are very vague and very specific. It is designed to see how well they are listening. You are not telling them HOW to get the plane from one point to another; you are telling them that it must get there. Some will attempt to literally launch it and hope that it flies all the way across. Some will fly it themselves in "third-grade" fashion. Some will crumple it up and throw it like a paper wad. The interpretation comes from them listening to the most basic of instructions which are to make a plane and get it from start to finish. The students who chose to creatively interpret the instructions (like physically walking their plane to their partner) will be the ones that achieve greater results!

More Debrief Questions:

- Based on the skill needed to be successful (listening), what are your feelings about your attempt to succeed?
- Why or why not did you feel that you couldn't move past your "start and finish lines?"
- Why is listening such an important skill needed in leadership?
- Why is it important to challenge the process in an organization and with your leadership skills?

Leaders in Residence 2013

Challenge the Process

On Leadership:

It's hard to lead a Cavalry charge if you think you look funny on a horse.
Adlai Stevenson

You do not lead by hitting people over the head – that's assault, not leadership.
Dwight D. Eisenhower

“...I know it's hard when you're up to your armpits in alligators to remember you came here to drain the swamp.”
Ronald Reagan

On Change:

If the shoe doesn't fit, must we change the foot?
Gloria Steinem

In his later years, Pablo Picasso was not allowed to roam an art gallery unattended, for he had previously been discovered in the act of trying to improve on one of his old masterpieces.
Unknown

A fanatic is one who can't change his mind and won't change the subject.
Winston Churchill

Consistency requires you to be as ignorant today as you were a year ago.
Bernarn Berenson

“When choosing between two evils, I always like to try the one I've never tried before.”
Mae West, American Actress

“Every exit is an entry somewhere else.” *Tom Stoppard, British Dramatist*

“The way to get good ideas is to get lots of ideas and throw the bad ones away.”
Linus Pauling, American Chemist

“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.” *Martin Luther King Jr., “Strength to Love”, 1963*

“Your passion is waiting for your courage to catch up.” *Marilyn Greist*

“Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.” *Dr. Seuss*

“Rarely do we find men who willingly engage in hard, solid thinking. There is an almost universal quest for easy answers and half-baked solutions. Nothing pains some people more than having to think.”
Martin Luther King Jr., “Strength to Love”, 1963

“Success is often achieved by those who don't know that failure is inevitable.”

Coco Chanel

“A ‘no’ uttered from the deepest conviction is better than a ‘yes’ merely uttered to please, or what is worse, to avoid trouble.

Mahatma Gandhi

“Perfectionism is the voice of the oppressor, the enemy of the people. It will keep you cramped and insane your whole life.”

Anne Lamott

“You can’t depend on your eyes when your imagination is out of focus.”

Mark Twain

“If you want to walk on water, you have to get out of the boat.”

John Ortberg

“Do not confuse motion and progress. A rocking horse keeps moving but does not make any progress.”

Alfred A. Montapert

“When you’re going through hell – just keep on going!”

Winston Churchill

“Behold the turtle. He makes progress only when he sticks his neck out.”

James Bryant Conant

“Far better it is to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits who neither enjoy much nor suffer much, because they live in the gray twilight that knows not victory nor defeat.”

Theodore Roosevelt – April 10, 1899

“Fortune sides with he who dares.” *Virgil 70-19 B.C.*

“I’d rather attempt to do something great and fail than to attempt to do nothing and succeed.”

Robert Schuller

“Opportunity’s favorite disguise is trouble.” *Frank Tyger*

“You can’t build a reputation on what you are going to do.” *Henry Ford*

“A smooth sea never made a skilled mariner.” *English Proverb*

“When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.”

Helen Keller

“I don’t believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want.”

George Bernard Shaw

Sample Lesson Plans

Challenge the Process

Leaders in Residence Session 2: Challenge the Process

- I. Check in: (Aliya)
- II. Draw Leadership: (Aliya) (Butcher paper or large sticky note paper and markers can be used for this activity)
 - Students will be divided up into groups. They are to use symbols, words and phrases to describe leadership. Have them present to the group what they think leadership is all about.
- III. Introduction of the Practice: (Irene)
- IV. Follow up questions and processing: (Aliya)
 - How do you see challenging the process being demonstrated in your organizations?
 - What can you do to challenge the process?
 - Can you think of any people in your life or throughout history that have challenged the process? Who are they and what did they do?
- V. Scenarios: (page 29-30 in LIR binder) (Irene)
- VI. Movie Clips and Processing: (Irene)

Movie description:

Show movie clips that illustrate two examples of “challenge the process” practice: *The Terminal* and *Take the Lead*. The film, *Terminal*, has a good example of “challenging the process” with good intentions, although it may not be by the book. The film, *Take the Lead*, has a good illustration of challenging the process which usually involve being courageous, going against the odds, thinking outside of the box, and relating an innovative idea to others.

The Terminal: scene where Victor Navorski challenges the airport procedures regarding bringing medicine across the border. As Victor translates for an international passenger, he has compassion and tells the airport security that the medicine is for the passenger’s goat, so that the passenger can get the medicine to his dying father. After the incident, word gets around the airport and airport personnel perceive Victor as a hero. He was the one man who took a stand. (Scene 18)

Take the Lead: scene where the ballroom instructor debates the value of teaching ballroom to a group of detention students at a Parent Teacher Meeting.

- VII. Wrap-up:

Leaders-in-Residence: Challenge the Process

1. Welcome-- who do we have with us? (welcome those joining us who missed week 1)
Who is missing? (5-7 minutes, JJ do roster)
 - Song of the Week
2. Icebreaker (Student-Led; 10 minutes)
3. Ball Toss Activity (15 minutes)
 - Facilitators have students form a circle
 - Instruct them that everyone must at some point touch the ball within the time limit
 - A person may not touch the ball twice
 - Begin with 60 seconds for the group to accomplish the task
 - As the group begins to develop a traditional system, begin to take time away from the clock (i.e. 45 seconds, 30 seconds, and finally 10 seconds)
 - Goal is to push students to break the traditional “form a circle and toss the ball model” to the most efficient method possible
 - Reflect on the following ideas:
 - The concept of people not stepping out of their comfort zones
 - Advantages to breaking out of traditional ways of thinking *without* being forced into it
 - Avoiding using techniques and strategies that operate on the “this is the way we’ve always done things” principle
 - Talk about the way we follow rules that are never given, and create our own limitations (Balloon Castles)
4. Yes, And! (15 minutes)
 - Get two student volunteers to the front of the room
 - We will tell a story; the rules are that it will tag team sentence by sentence, and you always begin your line with, “YES! and--” (2 minutes)
 - Allow the stories to get progressively ridiculous (3-4 minutes)
 - Get 4 new volunteers-- explain that you will ask them questions that requires 3 answers, and the group HAS to count loudly and enthusiastically with them for every answer. (ONE! TWO! THREE!)
 - Ask the first person: *Name three international capitals*
 - Ask the second person: *Name three positions in football*
 - Ask the third person: *Name the titles of three books that haven’t been written yet*
 - Ask the fourth person: *Name the names of three plays that haven’t been performed yet*
 - Debrief:
 - What was this like? Why did we do this activity?
 - What did it feel like to have people cheering for you?
 - What happens in reality? Talk about why it matters to understand the difference
5. Challenge the Process Student Activity (15 minutes; Order TBD)
6. What I Want to Leave You With (Student-Led; 5 minutes)

Brainstorming Section:

- Big Points of Practice
 - Search for Opportunities & Experiment and Take Risks
 - Things to talk about: Groupthink Assumptions = limitations

Leaders in Residence 2013

Inspire a Shared Vision

Session Objectives:

- Students will be able to define vision
- Students will understand what it means to envision a future
- Students will demonstrate the importance of communication in sharing vision
- Students will understand the importance of being forward thinking

Sample Session Outline

- I. Icebreaker – Apples Commercial: Here's to the Crazy Ones (1997)
 - a. Who are some of the people who appeared in this clip?
 - b. What did all these people have in common (vision)
 - c. What was the message of this clip? (These individuals allowed themselves to create a vision by thinking differently, and in doing so, changed the world.)
- II. Define vision – utilizing the board and markers ask participants to come up with words and phrases that describe or define vision
- III. Ask student to define the importance of vision as it relates to leadership. Briefly tie in some of Kouzes and Posner's thoughts on vision.
- IV. Move into activities to demonstrate vision.

Possible Activities (see next page)

Leaders in Residence 2013 Inspire a Shared Vision

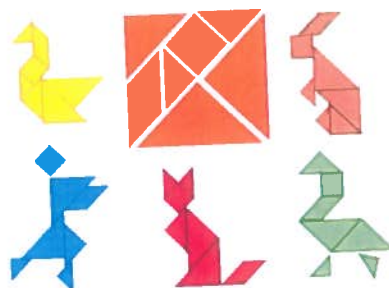
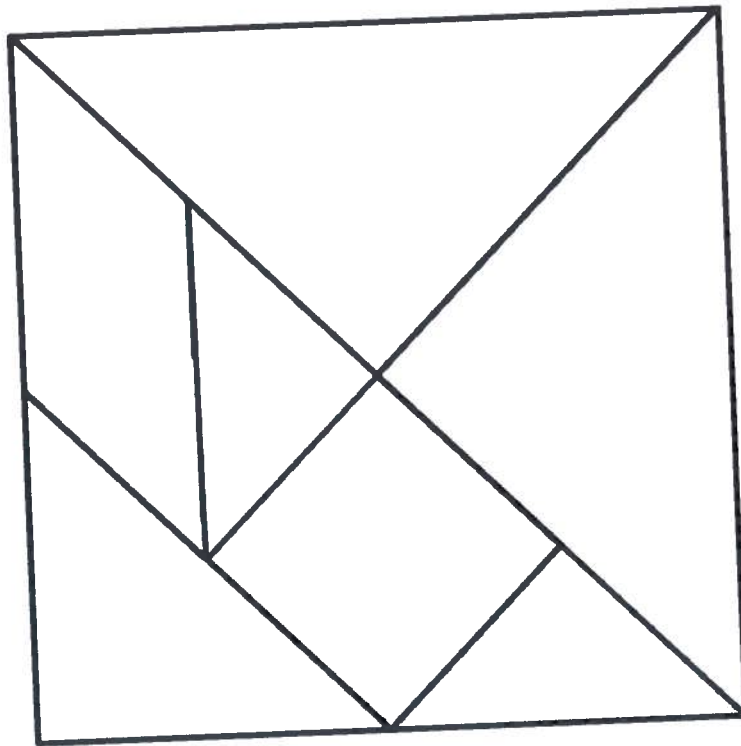
Tangram Teaser

By Dave Arch and Rich Meiss, Copyright 2000.

Divide the group into pairs (or small group depending upon the size of the group). Using the seven pieces from the tangram, ask each pair to make a particular item (i.e. a house, a plant, a bird, a sailboat)

The purpose of this activity is to demonstrate vision and how using the same materials and general guidance a group can arrive at the same end or many different ones.

Image found at: <http://0.tqn.com/d/math/1/0/X/D/tangramlg.jpg>



Leaders in Residence 2013

Inspire a Shared Vision

House of Cards

Objective: To construct the tallest freestanding possible utilizing the materials provided.

Goal: To demonstrate the importance of communication in vision and goal attainment.

Supplies: Deck of cards, tape, paperclips

Directions: Divide the group into two groups. Select a leader from each group. Give each leader a set of written instructions.

Instructions Group I:

Direct your group in constructing the tallest structure that they can utilize the deck of cards, tape, and paperclips. You may use any method of communication necessary to communicate the message. However group members may only use nonverbal communication. You have 10 minutes to complete this activity

Instructions Group II:

Direct your group in constructing the tallest structure that they can utilize the deck of cards, tape, and paperclips. You may only answer “yes” or “no” questions directed to you by group members, however, group members may use any method of communication necessary to communicate amongst themselves. You have 10 minutes to complete this activity

After 5 minutes switch the leadership of the groups: Group I is now being directed by the Leader of Group II and Group II is now being directed by the Leader of Group I. Allow the groups to finish the remaining five minutes under new leadership. The group will inevitably look to the facilitator for answers or directions; remain silent until it is time to debrief the activity.

Questions:

- What were some of the barriers to obtaining the vision?
- How did it feel to be able to communicate the vision? To not communicate the vision?
- What happened when the leadership of the groups switched?
- What affect did this have on the group?
- How does this relate to organizations and leadership within organizations?

Leaders in Residence 2013

Inspire a Shared Vision

Lost in Space

Objective: For the smaller groups to locate their group's designated ball and bring it back to the group.

Goals: To work together as smaller teams, to learn how to effectively communicate with their small groups in spite of noise and other barriers to communication, to problem solve.

Materials: 4- 6 Blindfolds, 4-6 different colored balls (exact amount depends on the size of the group), climbing rope.

Directions:

Divide the large group into 4-6 smaller groups. Ask for a volunteer from each group. Blindfold the volunteers. Do this before setting up the activity so that they will not see the game or its object. Once the volunteers are blindfolded, take the climbing rope and arrange it into a large circle. Outside the circle, arrange the smaller groups so that they are equidistance apart around the circle. Inside the circle, randomly place the balls in the middle of the circle in generally the same area. Tell the group that they need to instruct their blindfolded person to retrieve their group's assigned ball from the circle. The group members cannot touch the blindfolded person. They can only issue verbal instructions from outside the boundaries of the circle. They need to get the blindfolded person to their ball and back to the proper place in the circle. The first group to complete the activity wins. Variation: Once groups have achieved the objective, they remain silent and watch as other groups complete the activity.

Roles: The participants should have all the information they need. Be sure that as a facilitator you have taught students about using safety measures while blindfolded. Namely using their hands (palms out, arms extended) as a way to make sure that they are not bumping into folks or objects.

Process: The process of finding the appropriate ball will be tedious, as each group will be yelling instructions simultaneously. It will take several minutes and much trial and error for the participants to figure out how best to communicate with their particular member.

Questions: What role did vision play in this activity? Was the vision adequately conveyed? Why or why not. How could it have been conveyed better? What challenges exist in your organization that limits communication of the team's vision?

Leaders in Residence 2013

Inspire a Shared Vision

Activity: Group Dynamics Role Play

Description: To help students gain a better understanding of the practice of *Inspiring a Shared Vision*, students will assume different roles as members of a group. The students will “act out” their role in completing a puzzle.

Materials: slips of paper with description of role, puzzles (one for each group)

Process:

1. Explain to students that they will be given a “role” to play as a member of a group. They will be responsible to acting like a person in that role.
2. Put students into groups of five. Give each member of the group a different role to play.
3. Give students a puzzle to complete and remind them to act in their role.
4. When all groups have completed or after groups have worked for 10-15 minutes, stop the groups and ask everyone to engage in a large group discussion.
5. Ask questions:
 - Was this an easy process? Why or why not?
 - Can you identify the roles?
 - Was it difficult to play a role? Why?
 - Did everyone work together? Was there a plan?
 - How did group members show support for members?
 - Did you complete the task?
 - Why did we do this?

Group Roles:

Leader- helps the group work together to achieve the task at hand, encourages everyone to get involved, and gets the team to develop a plan

Passive- goes along with j... voice opinion unless asked

Overly Vocal- has an idea they think their roles sho... res the idea, tells people what

There is an I in team- yo... don't care about whom else is

Encourager- you want t... ople for good ideas and are

- Make
- Strong
-

The Idea Person -
Very positive, but
only helps by making
ideas. Does not
help with the activity.

Leaders in Residence 2013

Inspire a Shared Vision

Activity: Blue Sky

Time: 20 Minutes

Description: To help students gain a better understanding of the practice of *Inspiring a Shared Vision*, students will develop ideas for their ideal all-campus event. Students can think as big or small as they like, there are no restrictions, aka the “sky” is the limit.

Materials: post-it notes, markers or pens, large sheet of paper

Process:

1. Give each student a set of post-it notes (around 20 each) and a pen
2. Post a large sheet of paper on a wall with “Blue Sky” written on top
3. Explain to students that they are going to write ideas for what would make the ideal all-campus program. Let them know they can write one idea on each post-it note. Let the students know that there are no restrictions on their ideas (don’t have to worry about money, resources, etc.)
4. Give the students as much time as they need to write down all the ideas they have and have them post the ideas on the large sheet of paper.
5. As a large group read the ideas and start to put the ideas into categories
6. Questions:
 - Did the group have similar ideas?
 - Are there common ideas (categories)?
 - Considering these ideas, what would be the group’s vision?
 - How could we make these things practical?
 - How did this process feel? Was it easy? Hard?
 - How can you apply this to the organizations you are in?

Leaders in Residence 2013

Inspire a Shared Vision

Lighthouse Activity:

Time: 30 Minutes

Materials: Miscellaneous items

Set-Up:

1. Send all the students out of the classrooms
2. Place miscellaneous items on the floor in which students had to avoid (e.g., cards, candy, paper, plastic utensils, overturn chairs and tables, etc.)
3. Place larger items on the floor in which students had to obtain for their respective team (e.g., crown, headphones, or a stuff animal)

Instructions:

1. Depending on the size of the class, divide the class into smaller groups of 3-4 students. Have at least one student sit out and act as an observer.
2. Take time to debrief the team of students
3. Within the team of students, have each team designate one leader.
 - a. Invite the leaders into the classrooms.
 - b. The leader (lighthouse) is to stand on one of the desks in the corner of the classroom. From the desk, the leader is supposed to guide their teammate through the maze of objects and retrieve one of the larger items for their team. It is **IMPORTANT** that the leader make sure their teammate does not touch any of the miscellaneous objects which can result in loss of some body function (e.g., loss of left hand or left foot)
4. For the other teammates on the team, take one person from each team and blindfold them.
 - a. Lead the teammates from each team who are blindfolded back into the classroom. Make sure to remind the students of which of the leaders' voices they should be paying attention to.
 - b. Have the teammate who is blindfolded start near the leader (lighthouse). The leader is to have the their respective teammate go retrieve the item, bring the item back to the leader, and then take the blindfold off and go blindfold their next teammate.
5. Once everyone has gone, then process the experience as a group.

Processing the Activity (possible starting questions):

1. How did those who wore blindfold feel?
2. How did those who were the leaders (lighthouse) feel?
3. How does this relate to having a "shared vision"?
4. What are some practices/techniques did the observer(s) notice the leader used to inspire a shared vision to their teammate?
5. Was trust a factor in this activity? If so, explain.
6. In which way can this analogy of the lighthouse and the sailboat relate to working with a leader inspiring a shared vision among his/her student organization?

Leaders in Residence 2013

Inspire a Shared Vision: Quotes

"The empires of the future are empires of the mind."
— Winston Churchill

"No one is less ready for tomorrow than the person who holds the most rigid beliefs about what tomorrow will contain."
— Watts Wacker, Jim Taylor and Howard Means

"To the person who does not know where he wants to go there is no favorable wind."
— Seneca

"A leader has the vision and conviction that a dream can be achieved. He inspires the power and energy to get it done."
— Ralph Lauren

"A leader's role is to raise people's aspirations for what they can become and to release their energies so they will try to get there."
— David Gergen

"Destiny is not a matter of chance, but of choice. Not something to wish for, but to attain."
— William Jennings Bryan

"Dream lofty dreams, and as you dream, so shall you become. Your Vision is the promise of what you shall one day be. Your Ideal is the prophecy of what you shall at last unveil."
— James Allen

"Big thinking precedes great achievement."
— Wilferd Peterson

"Dissatisfaction and discouragement are not caused by the absence of things but the absence of vision."
— Anonymous

"The future belongs to those who see possibilities before they become obvious."
— John Scully

"If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with success unexpected in common hours."
— Henry David Thoreau

"Don't underestimate the power of a vision. McDonald's founder, Ray Kroc, pictured his empire long before it existed, and he saw how to get there. He invented the company motto — 'Quality, service, cleanliness and value' — and kept repeating it to employees for the rest of his life."
— Kenneth Labich

"If you limit your choices only to what seems possible or reasonable, you disconnect yourself from what you truly want, and all that is left is a compromise."
— Robert Fritz

"The very essence of leadership is [that] you have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet."
— Theodore Hesburgh

"Vision is the art of seeing the invisible."
— Jonathan Swift

"Create your future from your future, not your past."
— Werner Erhard

"Keep your eyes on the stars and your feet on the ground."
— Franklin D. Roosevelt

"Looking up gives light, although at first it makes you dizzy."
— Mevlana Rumi, 13th century poet and mystic

"No matter how dark things seem to be or actually are, raise your sights and see the possibilities — always see them, for they're always there."
— Norman Vincent Peale

"You cannot depend on your eyes when your imagination is out of focus."
— Mark Twain

"Don't part with your illusions. When they are gone, you may still exist, but you have ceased to live."
— Mark Twain

"To grasp and hold a vision, that is the very essence of successful leadership—not only on the movie set where I learned it, but everywhere."
— Ronald Reagan

"You've got to think about big things while you're doing small things, so that all the small things go in the right direction."
— Alvin Toffler

"The future belongs to those who see possibilities before they become obvious."
— John Sculley

"Leadership is the capacity to translate vision into reality."
— Warren Bennis

"The test of a first-rate intelligence is the ability to hold two opposed ideas in the mind at the same time, and still retain the ability to function. One should, for example, be able to see that things are hopeless and yet be determined to make them otherwise."
— F. Scott Fitzgerald

"Where you come from is *not* nearly as important as where you are going."
— Unknown

"You want to set a goal that is big enough that in the process of achieving it you become someone worth becoming."

— Jim Rohn

"We can chart our future clearly and wisely only when we know the path which has led to the present."

— Adlai E. Stevenson

"To be a successful entrepreneur one needs a vision of greatness for one's work. If we dream extravagantly we will be inspired to forge a reality beyond the straight jacket of practicalities. There is a profound connection between art and enterprise which allows businesses to overcome the limitations of their existing visions."

— Sir Ernest Hall

"The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it."

— Michelangelo

"If you are bored with life, if you don't get up every morning with a burning desire to do things—you don't have enough goals."

— Lou Holtz

"The future belongs to people who see possibilities before they become obvious."

— Ted Levitt

"A man's life is colored by the dye of his imagination."

— Louis Nizer

"Dreams are extremely important. You can't do it unless you can imagine it."

— George Lucas

"The trouble with not having a goal is that you can spend your life running up and down the field and never scoring."

— Bill Copeland

"Achievement is largely the product of steadily raising one's levels of aspiration and expectation."

— Jack Nicklaus, *My Story*

"In the long run men hit only what they aim at."

— Henry David Thoreau

"If you want to build a ship, don't herd people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea."

— Antoine de Saint-Exupery

Sample Lesson Plan
Inspire a Shared Vision

LIR Class #3 Inspire a Shared Vision Lesson Plan

- Announcements/Reminders/Final Introductions (5 minutes)
- Icebreakers (20 minutes)
 - Man Overboard
 - Elbow-to-Elbow
- “I Have a Dream” speech review (15 minutes)
 - Have each participant individually review the speech
 - Concentric Circle Sharing
 - Pair up students
 - One person faces out in a circle, the other faces in
 - The moderator asks the previous questions and each pair has to share with the person across from them what their group talked about
 - After each question, ask one circle to rotate to get new pairs
- Defining Vision (10 minutes)
 - Pass out Kouzes & Posner’s definition of leaders who can inspire a shared vision
 - For each point, ask for an example from students of people in their life who have embodied that particular ideal
- Letters about Inspiring a Shared Vision activity
 - Divide the group into pairs to read the letters about inspiring a shared vision (10 minutes)
 - Ask them to pull out key portions of the letters that are most important/visionary
 - Bring students back to large group for discussion on key points (10 minutes)
- House of Cards activity (20 minutes)
 - See manual
- Lost in Space activity
 - See manual
- Ten Commitments of Leaders handout
- Inspiring a Shared Vision Tips and Pointers
- Final Reflection Activity
 - Ask each person who’s top practice was “Inspiring a Shared Vision” to come to the front
 - Open discussion/question & answer from the class and/or facilitators
 - Wrap-up with telling class that each practice will have this final activity

Leaders-in-Residence:
Inspire a Shared Vision

7. Welcome-- who do we have with us? (welcome those joining us who missed week 1)
Who is missing? (5-7 minutes, JJ do roster)
 - Song of the Week
8. Icebreaker (Student-Led; 10 minutes)
9. Balloon Castles
 - Break everyone into two groups and use a line of duct tape to draw a line between them. (2 minutes to set-up and provide instructions)
 - Each group must attempt to build the tallest, freestanding structure with balloons and tape without talking (10 minutes)
 - Supplies needed:
 - Balloons: 2 bags worth
 - Scotch tape: 4 rolls
 - Pipe cleaners: 2 packets worth, a sufficient number needed for each team
 - Debrief questions: (7-10 minutes)
 - What was this experience like?
 - Describe the sense of competition and how it affected the task.
 - How did you know it was a competition?
 - Was this the best structure you could have built? Why or why not?
 - What would have helped make it better?
 - To those who didn't actively participate, why didn't you?
 - What was it like not being able to talk? Why was it frustrating?
10. Inspire a Shared Vision Student Activity (10 minutes; Order TBD)
11. Announcements (reminders for students presenting next week, etc)
12. What I Want to Leave You With (Student-Led; 5 minutes)

Leaders in Residence Session 3: Inspire a Shared Vision

Wednesday January 31st, 2007

- I. Check-In: (Aliya)
 - Roses and Thorns
 - How have you demonstrated Leadership over the last week?
- II. Leadership Practices Inventory Feedback: (Aliya)
- III. Defining Vision: (Irene)
 - Come up with words and phrases that describe or define vision
 - Define the importance of vision as it relates to leadership
- IV. Explanation of the Practice: (Irene)
- V. Break:
- VI. Tower Activity: (Irene and Aliya)

Part 1. You will each be given marshmallows and spaghetti. Using these two items, build the tallest tower that you can in ten minutes. Please take five minutes to discuss your strategy with your group. Further instructions will follow when the construction of your tower begins.

Part 2. You will each be given marshmallows and spaghetti. Using these two items, build the tallest tower that you can in ten minutes. However, you are no longer allowed to talk about how to build the tower. You may use hand gestures, point, etc. but no talking.

Processing questions:

- 1. Who if anyone took on a leadership role? How?
- 2. Would you have done anything differently?
- 3. What were some barriers to obtaining the vision?
- 4. How did it feel to be able to communicate the vision? To not communicate the vision?
- 5. How does this relate to organizations and leadership within organizations?

- VII. Lighthouse Activity: (Aliya and Irene)

- VIII. Mr. Deeds and Rebound: (Irene)

Movie Description:

Show two movie clips that illustrate an example of “inspire a shared vision” practice: *Mr. Deed and Rebound*. Attention to the scene in the film where Mr. Deed attempts to reclaim his uncle’s billion-dollar business by giving the shareholders a heartfelt talk on having dreams that helps and bring out the best in people. In the film, *Rebound*, the coach attempts to get the star player to understand teamwork by challenging him in a game of one-on-one to pass the ball to his teammates.

- IX. Wrap up and reminders

Leaders in Residence 2013
Enable Others to Act

~~1. Ice Breaker Technique~~
3. Delia Teamwork
4. Shyanlan Trust - Blindfold Race
4. Quote Work
5. Remember the Titans
Lo facilitate about
Dinner 5:35pm

Session Objectives/Outcomes:

- Students will be able to identify strategies that foster collaboration
- Students will understand the importance of strengthening others
- Students will identify strategies that highlight proper delegation
- Students will define what it means to enable others and identify strategies to enable action
- Students will examine the relationship between motivation and leadership

Sample Session Outline

- I. Icebreaker – Discussion Ball. Generate an extensive list of questions relative to the session objectives. Engage students in a sharing atmosphere on the value others have in completing group goals.
 - a. Samples Questions
 - i. What has been your worst experience with delegation?
 - ii. How do we motivate others to achieve a goal?
 - iii. What does it mean to collaborate?
 1. Co/labor/ration
 - iv. What does it mean to cooperate?
 - v. Define a “perfect team”
- II. Defining teamwork – utilizing the board and markers ask participants to come up with words and phrases that describe or define teamwork
- III. Highlight student responses focused on team members, motivation, and collaboration
- IV. Discuss the differences between empowerment and powerless – share examples of situations where empowerment and powerlessness have impact our leadership experience
- V. Move into activities that highlight *Enabling Others to Act*. These activities can be done back to back saving debrief until later, or you may debrief each activity after it is completed.

Interesting facts about Enabling Others to Act:

After reviewing thousands of stories of personal best leadership, K&P were able to create an easy test to determine if someone is practicing exemplary leadership – they found that there is one single word that exemplary leaders said more than any other word....

WE

The frequency of that word is the single best predictor of one’s exemplary leadership potential.

Possible Activities (see other page)

Leaders in Residence 2013

Enable Others to Act

Teamwork – I think not!

- (Instructions for this activity must be challenging and minimal. Use this lack of instruction as a focus for a discussion.)
- *To have the entire class complete a task.*
- Divide the class in half.
- Take one half outside the room (Team Leaders) and provide them with the task:
 - TASK: place the chairs in a square, have the Work team (the other half of the class) walk around the chair square, and sit inside the square.
 - The Team Leaders can only answer yes or no questions, cannot assist with the chair line up, and must always be touching the wall.
- Bring the Team Leaders in and instruct the Work team that the leaders have been given the task that you must complete.
- Discussion
 - How did feel to not have the vision?
 - How did you go about obtaining the vision?
 - What were some of the challenges and barriers to obtaining the vision?
 - How did it feel to not be able to communicate the vision?
 - Did you feel a sense of teamwork in completing the task?
 - What sources of motivation existed and was utilized?
 - Does this relate to organizations that you are currently a member of?
 - Are their times when you are unable to obtain to relay the organizational vision?

Leaders in Residence 2013

Enable Others to Act

Quote Walk

Time: 10-15 Minutes

Materials:

Quotes on pieces of paper
Tape
Flip Paper

Process

1. Tape the pages of quotes on the wall throughout the classroom. Next to each quote tape one piece of flip chart paper.
2. Ask students to take a few minutes and take a quote walk. Take time to read each quote, select one that connects with them and stand by it.
3. Suggestions for students to think about: something they find interesting, they agree/disagree with, something they're reminded of, etc.
4. Once in groups, have students share with each other what they think it means and why they chose the quote they did. Choose one reporter from each group to verbally summarize the discussion.

Note: if there are too many students in a group, teacher/adviser may want to distribute students more evenly.

Explain to students that the fourth practice in The Student Leadership Challenge is to Enable Others to Act.

Leaders enable action by involving others and recognizing the power of collaboration. Leaders need to provide choices and support the decisions of others; they are active listeners and foster cooperative and collaborative relationships in order to build leadership.

Debrief:

Ask students to think more deeply about the quote they selected and answer the following questions on the flip chart paper.

- What does this quote mean in terms of leadership, specifically the fourth practice of exemplary leaders -enabling others to act?
- What is an example of what this might look like in our everyday lives?
- Create a visual that further illustrates the example.

Allow the students to share their responses with the class.

Leaders in Residence 2013

Enable Others to Act

Jaspreet's Experience

Materials:

Student Leadership Challenge Book

Time: 20 minutes

Process:

Read an excerpt (or have students read if books are available for each student) from The Student Leadership Challenge, p. 95 – 98 (Jaspreet's experience, stop before the section begins on Foster Collaboration).

Ask students to consider the following questions as you read:

- Give examples/situations where Jaspreet felt strong and confident.
- Give examples/situations where Jaspreet felt powerless or weak, or where things did not go as anticipated.
- What was the turning point for Jaspreet when things started to move more smoothly and successfully?
- How did Jaspreet "enable others to act"?

After reading the excerpt, have students share their responses with a partner and then report out as a large group.

Continue the large group discussion by asking students:

- Have you ever been in a situation similar to Jaspreet's? Share.
- What does it mean to delegate? Give some examples when someone has delegated to you or you have delegated a task to someone else.
- What are some barriers to delegating/enabling others? In other words, why wouldn't someone delegate?
- What are some fears about sharing jobs/tasks/responsibilities?
- How can trust be built in an organization?
- How do you know when to delegate and who to delegate to?
- What does it mean to empower versus overpower?
- What lessons can be learned from Jaspreet's experience?

Discuss with students that delegating can be challenging for any leader but enabling others to act is about empowering others rather than taking control or overpowering. It's important to build trust in an organization in order for everyone involved to be an active contributor and feel valued in the organization.

Leaders in Residence 2013

Enable Others to Act

Journey to the Center of the Earth (Created by University of Central Missouri)

Time:

70 to 75 minutes

Set-up and Directions (10 minutes)

1. Select Teams of Three - teams of three learners are determined by facilitators
2. Select Middle Person – person in the middle has no blindfold, is not allowed to speak or make audible signals (except a little laughter).
3. People on the outside can talk, but must wear blindfolds at all times.
4. Tie Feet Together – teams tie together by the feet with the center individual having one leg tied to each person on their left and right.
Let teams tie themselves together. Some teams will tie at the knees, some at the ankles, leading facilitators to ask different discussion questions
5. The teams must then negotiate an obstacle course set by the facilitators.
6. Teams must complete all tasks properly as determined by the facilitators.
7. All members must stop immediately if any facilitator says “STOP.” (Safety)

Activity Time! (15 to 20 Minutes)

Activity Debrief (30 Minutes)

Select Teams of Three. We recommend putting together disparate teams. The more diverse the make-up of each team, the better. When this activity is used in the classroom or in the workplace, facilitators should plan out teams ahead of time.

When running “Journey to the Center of the Earth” facilitators should take care to combine people of different backgrounds, or from different branches/departments, because it allows facilitators to ask questions around diversity issues at work:

Discussion Questions:

- 1) What did you notice about the make-up of your team?
- 2) When looking at our leaders, why do you think we picked these individuals?
 - a. Who led your group and what did they do?
- 3) What did it feel like to be reliant on someone that you hardly know? (Create a Climate of Trust)
- 4) Did you specialize in your roles? (Get People Interacting)
 - a. Who became your experts?
 - b. How did you treat them?
- 5) Did the leader of the group have to be the one who could see? Why or why not? (Develop Competence and Confidence)

6) How did you feel when you were completing this activity? (Get People Interacting)
a. How many of you felt dependent on one another? Powerless? Confident? Uncertain?
Why?

1) Blindfolded team mates, what did it feel like to be led by someone younger/less experienced/quiet/ than you? (Offer Visible Support)

- a. Did you really trust the person in the middle?
- b. As leaders, what can we do truly trust our subordinates?
- c. Do you feel that your constituents trust you?
- d. What advice do we have for each other (or specifically name the person) that would help us to build trust?

2) Center team mates, how did it feel to know that people would be depending on you? (Enhance Self-Determination)

- a. Do you trust yourself?
- b. Do you trust others?
- c. How do you build trust?

3) How do you think communication would have been different if the roles were switched and only the person in the middle was blindfolded? (Facilitate Relationships & Foster (Interdependence))

- a. Who do feel stepped up as a leader? Why?
- b. Have you seen this person step up before?

1) We saw a lot of laughing going on during the tying together and during the whole activity. What were you thinking? (Get People Interacting & Offer Visible Support)

- a. So, it's enjoyable to "have fun". What can we, as leaders, do to make work fun?
- b. Give examples of what you have seen at work that added to the "fun".
- c. How can we have fun and still accomplish all our tasks?
- d. What can we, as leaders, do to build organizational culture? Does one person actually have an impact on this culture? Why should we try anyhow?

2) We thought our directions were pretty clear, why were the directions interpreted so differently?

(Enhance Self-Determination)

- a. As leaders, how are our directions interpreted at work?
- b. Does anyone have examples from their workplace where either your own, or your manager's directions were interpreted in a way that was inconsistent from the intended message?
- c. What can we do to ensure that our message is clear?
- d. Does it matter how people accomplish a set task?
- e. What can we do to "let go" and enable people to accomplish their tasks?

3) Why did you tie so loosely? (Increase Individual Accountability)

- a. Were you trying to "get an edge" on the competition?
- b. We saw some knots just come apart and you kept right on going. Where are your ethics?
- c. How do we know people are doing their jobs in an ethical manner?
- d. Do we have to "control" to ensure high ethical standards? What else works?

Leaders in Residence 2013

Enable Others to Act

Up Chuck

Type: Active activity that can be done outside or inside (large room with high ceiling).

Group Size: Any group size, although if there are more than 20 or 30 people it could be difficult for the group to be successful.

Equipment: One ball or soft object that can be thrown and caught per person.

Objective: The objective is for everyone to throw their ball up in the air and catch a different ball without a single one touching the ground.

Rules:

1. Every person in the group has a ball.
2. Standing in a circle or cluster or however the group wants to arrange themselves, they must toss their ball up to a height of at least 10 feet and then attempt to catch a ball that they did not throw.
3. The number of balls that hit the ground is that group's negative score.
4. The goal is to get that score to zero.
5. Allow the group to work together to make this work. It will be pretty difficult and the group might need lots of time or multiple sessions to accomplish it.

Variations:

1. Have the group start with only one ball thrown and caught. Each time they successfully catch a ball, another is added for the next round until finally they drop one and then the whole thing starts over.
2. Once the group has accomplished this task, give some of them or all of them two balls and that is of course how many they have to catch.

Note the looks on the group's face when they finally throw up the balls and catch each and everyone and there is the dead silence of no objects hitting the ground is priceless. The sound gives it away every time.

Leaders in Residence 2013
Enable Others to Act: Quotes

“If I have seen farther than others, it is because I was standing on the shoulders of giants.”
-Isaac Newton

“The small, brave act of cooperating with another person, of choosing trust over cynicism, generosity over selfishness, makes the brain light up with joy.”
-Natalie Angier

“He that speaks, sows; he that hears, reaps”
-Turkish proverb

“To say my fate is not tied to your fate is like saying, ‘your end of the boat is sinking.’”
-Hugh Downs

“Gettin’ good players is easy. Gettin’ ‘em to play together is the hard part.”
-Casey Stengel

“In organizations, real power and energy is generated through relationships. The patterns of relationships and the capacities to form them are more important than tasks, roles, and positions.”
-Margaret Wheatley

“I must follow the people. Am I not their leader?”
-Benjamin Disraeli

“Confidence is going after Moby Dick in a rowboat and taking the tartar sauce with you.”
-Zig Ziglar

“Any human anywhere will blossom in a hundred unexpected talents and capacities simply by being given the opportunity to do so.”
-Doris Lessing

Teamwork divides the task and multiplies the success.
~Author Unknown

Teamwork is the ability to work as a group toward a common vision, even if that vision becomes extremely blurry.
~Author Unknown

Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work.
~Vince Lombardi

Many hands make light work.
~John Heywood

Enable Other to Act
Sample Lesson Plans

Leaders in Residence Session 4: Enabling Others to Act

I. Roses and Thorns: (Aliya)

2.) Give an example of a way that you have demonstrated either of the two practices we have learned (challenge the process and inspiring a shared vision).

II. Question Ball: (Aliya and Irene)

1. How can I contribute to teamwork and trust?
2. Describe your best experience with delegation. (Could be you delegating something or someone delegating something to you)
3. Explain why there is not "I" in Team
4. Describe a time when something a leader did or said made you feel personally empowered.
5. Describe a time when something a leader did or said made you feel weak, powerless, or insignificant.
6. How can I enable others to feel powerful and avoid diminishing their personal effectiveness?
7. What's your worst experience with delegation?
8. How do you motivate others to achieve a goal?
9. What does it mean to cooperate?
10. What does it mean to collaborate?
11. Define a perfect team.

III. Explanation of Practice (Irene)

IV. I Think Not: (Aliya) (page 57 of LIR binder)

V. Break:

VI. Tarp activity: (Irene)

This is a team building activity. Students are to stand on a small tarp. With both feet on the tarp, they are to attempt to switch the tarp to the other side without getting off of the tarp.

Processing questions:

1. How did it feel to not be able to get off of the tarp?
2. Was there someone within the group that took on a leadership role?
3. Was there a vision that someone came up with that involved everyone?
4. Who initially thought that they would not be able to do it? Who felt like they could?
5. Is there anything that you would have done differently if you had the chance to do it again?

VII. Human knot: (Irene)

- Ask participants to form a circle, shoulder-to-shoulder. Encouraging/urging participants to all stand closer can be a subtle way of helping to prepare them for what is about to come.
- Ask participants to each place a hand in the middle of the circle and to grasp another hand.
- Then ask participants to put their other hand in the middle, grasp a different person's hand, and introduce themselves.
- Don't let participants let go of hands - some will be tempted to think the activity might then be over - but it is only just starting.
- Explain to participants that what you'd like them to do is untangle themselves, without letting go of hands, into a circle.

Participants may change their grip so as to more comfortable, but they are not to unclasp and re-clasp so as to undo the knot.
Stand back and see what happens.

VIII. Videos (Major Payne and Lean on Me): (Irene)

Movie Description:

Show movie clips that illustrate two extremes of the “enable others to act” practice through empowerment and powerlessness: *Major Payne* and *Lean on Me*

In the film, *Major Payne*, there is a scene of “powerlessness.” Attention to the scene when Major Payne first meets the junior cadets. He is impatient, arrogant, rude, and uncompassionate. He calls the cadet degrading names and denies a six-year-old boy bathroom privilege

In the film, *Lean on Me*, there is a scene (19 & 20) of “empowerment.” Attention to the scene when the principal talks with the faculty members about the reading test results in the gym. He provides the faculty with a hands-on illustration of the test results and challenged them to take responsible for the failing students. Afterwards, there are scenes in which the teachers are engaging the students and the students in remedial tutoring are learning and making progress.

Leaders-in-Residence: Enable Other to Act

13. Welcome-- who do we have with us? (welcome those joining us who missed week 1)
Who is missing? (5-7 minutes, JJ do roster)
 - Song of the Week
14. Icebreaker (Student-Led; 10 minutes)
15. Lost at Sea Activity
 - Before class, approach two students and inform them that each will be functioning as a leader of a group for an upcoming activity.
 - One of them will be a task-oriented leader: focused on accomplishing the task with little to no emphasis on group relations. Constantly reinforces members to focus on task if they are getting off track. Shows little concern for feelings of group members. Forces decision-making to happen if it is taking too long.
 - One of them will be a relationship-motivated leader: focused on establishing a healthy group relationship. Working to make each member feel included in the decision-making process. The leader should be working to establish a consensus in the group with all decisions made during the activity.
 - The students will be divided into two groups, and be led by the leaders previously identified. The group members must be instructed to follow the instructions of their assigned leader.
 - Each group will be given the same scenario of being lost at sea. Each group will compete to rank the items that survive a boat wreck in the order of importance (trying to predict what the US Coast Guard would rank them). However, the lowest ranked five items will not be able to be kept with the group.
 - Give the groups 25 minutes to deliberate and create their rankings, with 10 minutes to debrief the activity.
 - Questions to ask during the debrief:
 - What was this activity like?
 - To the group who had a task-motivated leader: How involved did everyone feel in the decision-making process?
 - To the relationship-motivated group: Same question (let the group answers to these two questions show the distinct nature of the leaders of each group).
 - If the discussion has not revealed the leader assignments, reveal them.
 - Afterwards, ask: How did your personal preferences for leadership and teamwork play into your experiences in working with your group?
 - Knowing that each person has their own different preferences within a group, how can you handle such situations when leading a group?
 - What roles did you see people taking during this exercise?
 - How would you work with such individuals to address their needs or desires in order to better collaborate with them in group setting?
 - Why did we do this activity?
 - What was successful in fostering collaboration? What got in the way?
 - What strategies did you use to strengthen others during this exercise and give them a chance to be a full participant in the activity?
16. Encourage the Heart Preparation Activity
 - Pass out three note cards

- First card: Name and a personal success you have had in the last five weeks. Describe why you think it is a success.
 - Second card: Write the name of someone else and identify a success or contribution they have made.
 - Third card: Write your name and what you practices you think you will score highest and lowest on when you score the LPI
 - Have them turn the cards in!
17. Announcements (reminders for students presenting next week, etc)
18. What I Want to Leave You With (Student-Led; 5 minutes)

Brainstorming Section:

- Big Points of Practice
 - Foster Collaboration
 - Strengthen Others
- Things to talk about:
 - Trust: how much did you trust that others were right with what they were saying?
 - How do you “read” your teammates to give them what they need in a collaborative environment?

Leaders in Residence 2013

Encourage the Heart

Session Objectives/Outcomes:

- Students will be able to effectively recognize others, both publicly and privately
- Students will develop practices on motivating and encouraging others
- Students will understand the importance of encouraging the heart

Sample Class Outline:

- I. Encouraging the heart is about recognizing and appreciating the contributions of those around us and celebrating each victory, no matter how big or small.
 1. Ask students if they have ever worked hard at something and been recognized for it. How did it make them feel? Have they ever worked hard or accomplished something they were proud but no one else noticed? How did that make them feel?
 2. Ask each student to share a time when they were encouraged during a difficult time, or when they encouraged someone else. Discuss how they felt and how relationships changed as a result of the encouragement. How can positive encouragement and motivation help others?
 3. Explain that we should not be motivated by reward, but as leaders we can encourage those around us by recognizing others' contributions and achievements.
- II. Ask students to pretend that they are accepting an Academy Award for best male or female leader in a starring role. Have them write their acceptance speech giving praise to the many people who have contributed to their success. Ask them to be specific in explaining how different individuals have affected their life. Have them share this speech in class or outside of class with people important to them.
- III. Activity: Achievements versus Encouragement
- IV. Read the children's story *The Little Engine that Could*.
 1. Discuss the morals of this story and how they relate to our work on campus and in various student organizations.
 2. What does this story say about personal motivation, persistence, and the support of others?
- V. Activity: The Circle of Trust (*See page????*)

Other Activities See Below

- ~~Icebreaker~~
- Toothpicks
- Achievement vs. Encouragement
- Skills of a leader / How encourage
- LPI Review
- Movie

Leaders in Residence 2013

Encourage the Heart

Stones of Appreciation

Everyone appreciates being acknowledged by others, either publicly or privately. It is always nice to know that someone is thinking about our efforts and accomplishments. This allows team members to share their appreciation for others in a creative way.

Supplies:

1 Brown Lunch bag per person

Lots of Colorful beads, stones etc.

Craft supplies (paint markers, puffy paint, glitter, etc.)

Pieces of paper with "Notes of Appreciation" written on the top

Each student is given a brown bag and told to personalize the bags however they would like. After each student is done all the bags are placed on the table. The table also included a box full of colored stones (you could basically use anything small and colorful) and paper to be used for "Notes of Appreciation".

The point of the activity was to be a way to acknowledge the deeds of other members in a more private setting. We would write notes that thanked people for their actions, acknowledged one of their accomplishments or just to say that we were thinking about them. At the end of the session it was nice to see exactly how people felt about us. Sometimes people are not acknowledged and recognized for their abilities and their efforts, and this activity gives people the ability to brighten someone else's day.

Leaders in Residence 2013

Encourage the Heart

Circle of Trust (Or Reach out and touch someone who...)

Materials: Chairs (placed in a circle, with space in the center of the circle)

Have members of the group sit in a circle with their backs toward the center. Ask everyone to close their eyes. Depending on the size of the group, select 3 to 6 students to enter the center of the circle by touching them on the shoulder – everyone else's eyes should remain closed. You as the facilitator will then read a series of statements such as, "you inspire me," "you motivate me," "you are creative and original," etc., and for every statement the students in the center of the circle will touch a few of their classmates on the shoulder. After a few statements switch students so that by the end everyone has a chance to be in the center of the circle. This will continue until all members of the group have had the opportunity to reach out and touch someone.

Processing Questions:

1. How did this activity make you feel?
2. How important is it to affirm the contributions of group members?
3. How did you feel when someone touched you?
4. At the beginning of this exercise you felt ____, now you feel ____?
5. What are some other ways to affirm each other?
6. What if any are some "someone" statements that you wished had been said?

Reach Out and Touch ...

- Someone who makes you laugh
- Someone you wish you knew better
- Someone who is a leader
- Someone you admire
- Someone who has taught you something important
- Someone who has shared a secret with you
- Someone who is a friend
- Someone you trust
- Someone you respect
- Someone who really lives out loud
- Someone who is a good listener
- Someone who has helped you when you need it most
- Someone who can really brighten your day
- Someone you can depend on
- Someone who really carries the team
- Someone who has made you try harder
- Someone who has inspired you
- Someone who is fun to be with
- Someone you have told a secret with
- Someone who has touched your life
- Someone who gives it their all
- Someone who has given you good advice
- Someone who is very special to you
- Someone who is very strong
- Someone who does a good job
- Someone who challenges you
- Someone who shows compassion
- Someone who you appreciate
- Someone you believe in
- Someone who has recently done something nice for you
- Someone with values that you admire
- Someone with a good sense of humor
- Someone with dreams and ability to make them happen
- Someone who is creative
- Someone with good ideas
- Someone reliable
- Someone who is patient
- Someone who is forgiving

Leaders in Residence 2013

Encourage the Heart

Complimentary Closer

Objectives

- To demonstrate a way to encourage and compliment co-workers or team members.
- To break down barriers, build unity, and build familiarity with one another.

Materials and Equipment

- Thank you cards or index cards
- One pen for each participant

Process

1. Give everyone a blank piece of paper and ask them to write his or her name on the front
2. Have everyone hand his or her card to the person seated on their right.
3. Instruct participants that they have 1 minute to write an encouraging “one liner” on the paper about the person whose paper they are currently holding. Every minute instruct the group to pass the cards to the right.
4. Once all the cards have gone around the table, allow participants to read their cards.
5. Wrap up the activity with these questions:
 - How did you feel when we started the activity? (Expect that some might respond negatively, “this is hokey” or “this is uncomfortable”).
 - How did you feel as the activity continued?
 - How are your feelings related to the fifth practice? – Encourage the Heart

Leaders in Residence 2013

Encourage the Heart

Web of Encouragement

Time:

10-20 Minutes depending on how well the group knows each other.

Materials:

String

Tell the students that they will be making a human spider web using a ball of yarn. Each person will be part of the web. During the activity, they will be asked to share something nice about another person in the web.

Process:

Organize the students into a circle sitting on the floor. Hold a large ball of yarn. Start by saying something you learned from someone, appreciate about someone, or a compliment to someone, then roll the ball of yarn to that student without letting go of the end of the yarn. The student who gets the ball of yarn says something nice about another student, then the student rolls the yarn to that student, holding on to the strand of yarn. Soon students have created a giant web. Allow them to continue rolling it to other people, until it seems that most compliments are finished.

After everyone has spoken, the teacher and all the students stand up, continuing to hold the yarn. Start a discussion of how this activity relates to the idea of being part of a community

- For example, how the students need to work together and not let others down. To drive home the point of how several members of a community may be affected by the behavior of one, have one student drop his or her strand of yarn; this will demonstrate to students that whatever we do to ourselves, we do to the web (the community).

Leaders in Residence 2013

Encourage the Heart

Achievements versus Encouragement

Goal:

Identify strategies to encourage and support others.
Create unique ways to encourage and support individual differences, abilities, and strengths.
Examine the impact of recognition on others' self-esteem and performance.

Time:

30 minutes

Materials:

Sheets of Paper
Pens/Pencils

Giants White Sox
Cubs
G-13
Red Sox
Red Sox
Yankees
Marlins

Process:

Ask students to get out a blank sheet of paper and answer the following questions:

1. Name the five wealthiest people in the world.
2. Name the last five Heisman trophy winners.
3. Name the last five winners of the Miss America Pageant.
4. Name ten people who have won the Nobel or Pulitzer Prize.
5. Name the last six Academy Award winners for best actor and actress.
6. Name the last decade's worth of World Series winners.

Now, answer these questions:

1. List a few teachers who aided your journey through school. Mrs. Johnson, Mr. Smith, Steve O'Donnell, Cindy
2. Name three friends who have helped you through a difficult time. Joey, Nick, Frank, Susan, Maggie
3. Name five people who have taught you something worthwhile. Kate C, Ross, Jill, Mom/Dad, Abbot John
4. Think of a few people who have made you feel appreciated and special. Ashlyn, Maggie, Al
5. Think of five people you enjoy spending time with. Sam, David, Tim, Joey, Tore

"How did you do? The point of this exercise is to summarize the answers you gave to the first set of questions. None of us remember the headliners of yesterday. There are no second-rate achievers. They are the best in their field. But the applause dies. Awards tarnish. Achievements are forgotten. Accolades and certificates are buried with their owners.

The lesson: The people who make a difference in your life are not the ones with the most credentials, the most money, or the most awards. They are the ones that care.

Leaders in Residence 2013
Encourage the Heart: Quotes

“When you have once seen the glow of happiness on the face of a beloved person, you know that a man can have no vocation but to awaken that light on [all] the faces surrounding him.”

Albert Camus

“Look for the good and praise it.”

Unknown

“Encouragement is the oxygen of the soul.”

George M. Adams

“Note how good you feel after you have encouraged someone else. No other argument is necessary to suggest that never miss the opportunity to give encouragement.”

George Burton Adams

“Pretend that every single person you meet has a sign around his or her neck that says, Make Me Feel Important. Not only will you succeed in sales, you will succeed in life.”

Mary Kay Ash

“...there are persons who seem to have overcome obstacles and by character and perseverance to have risen to the top. But we have no record of the numbers of able persons who fall by the wayside, persons who, with enough encouragement and opportunity, might make great contributions.”

Mary Barnett Gilson

“If human beings are perceived as potentials rather than problems, as possessing strengths instead of weaknesses, as unlimited rather than dull and unresponsive, then they thrive and grow to their capabilities.”

Barbara Bush

“You have it easily in your power to increase the sum total of this world's happiness now. How? By giving a few words of sincere appreciation to someone who is lonely or discouraged. Perhaps you will forget tomorrow the kind words you say today, but the recipient may cherish them over a lifetime.”

Dale Carnegie

“Most of us, swimming against the tides of trouble the world knows nothing about, need only a bit of praise or encouragement - and we will make the goal.”

Jerome P. Fleishman

“If you want your children to improve, let them overhear the nice things you say about them to others.”

Haim Ginott

“Correction does much, but encouragement does more.”

Johann Wolfgang von Goethe

“Those who are lifting the world upward and onward are those who encourage more than criticize.”

Elizabeth Harrison

“Children are apt to live up to what you believe of them.”

Lady Bird Johnson

“Promise yourself to be just as enthusiastic about the success of others as you are about your own.”

Christian D. Larson

“If you wish your merit to be known, acknowledge that of other people.”

Chinese Proverb

“You need to be aware of what others are doing, applaud their efforts, acknowledge their successes, and encourage them in their pursuits. When we all help one another, everybody wins.”

Jim Stovall

“Kind words can be short and easy to speak, but their echoes are truly endless.”

Mother Teresa

“Good words bring good feelings to the heart. Speak with kindness, always.”

Rod Williams

“The spirited horse, which will try to win the race of its own accord, will run even faster if encouraged.”

Ovid

“Words have the power to both destroy and heal. When words are both true and kind, they can change our world.”

Buddha

“Who is the happiest of men? He who values the merits of others, and in their pleasure takes joy, even as though t'were his own.”

Johann Wolfgang von Goethe

“I have yet to find the man, however exalted his station, who did not do better work and put forth greater effort under a spirit of approval than under a spirit of criticism.”

Charles Schwab

Sample Lesson Plan
Encourage the Heart

Leaders-in-Residence: Encourage Others to Act/Final Session

1. Welcome-- who do we have with us? (welcome those joining us who missed week 1)
Who is missing? (5-7 minutes, JJ do roster)
 - Song of the Week
2. Icebreaker (Student-Led; 10 minutes)
3. Encourage the Heart Snack Session (15 minutes)
 - Have students help themselves to food while facilitating a discussion on Encourage the Heart
 - Start by explaining Encourage the Heart
 - Questions to guide discussion:
 - What are some good examples that you have experienced/witnessed regarding Encouraging the Heart?
 - When are actions of this nature most needed?
 - What is holding us back from doing this more often?
 - Regardless of where you are, how can you incorporate this more often?
 - Have we done a “good enough” job of this in LIR?
 - What are the benefits to doing this? Are there any consequences to doing this?
4. Review the LPI
 - Give students time to score the LPI (2-3 minutes)
 - Break into groups of three to discuss their results (15-20 minutes)
 - Questions to guide discussion:
 - How accurate do you think these results are? What does the rest of the group think?
 - Was your guess from last session correct? Why or not?
 - What personal experiences and/or behaviors could explain your results?
 - Knowing these results, how will you use them to develop yourself in the future?
 - While in groups, pass out their note cards from last session that indicated their guess of their highest and lowest scored practice
 - Advise students to take no longer than 5 minutes each to discuss their results!
5. Yearbook Pages
 - Pass out to students to do whatever they want
6. What I Want to Leave You With (Student-Led; 5 minutes)
7. Note Cards to Recognize Contributions/Victories
 - Have students pick up note cards written from the previous session at the end of the session

Brainstorming Section:

- Big Points of Practice
 - Recognize Contributions
 - Celebrating Small Victories

Leaders in Residence 2013

Closing Reflection

* Study sheet
* Lead pl.
* Food
* Eval
* Quote

Session Objectives/Outcomes:

- Students will review and articulate the five practices and demonstrate how the practices are related to each other
- Students will be able to reflect on their personal and leadership growth
- Students will have an opportunity to socialize and have fun
- Students will leave the class knowing how to continue developing their leadership

The format of this class is up to you although a good portion should be spent on reflection.

Be sure to reiterate that leadership is a journey, not a destination. The process of leadership is just as applicable whether one is sitting in a classroom, on an athletic field, or in a residence hall, chapter house, community service engagement, or the student senate.

Leadership is not passive, but active, thus they must continue to practice, practice, and practice. Because leadership is a skill, it can be improved with practice, and practice is essential to learning. Students should continue to seek opportunities to take on a leadership role.

Make sure students understand that it's okay to make mistakes. If they are not making mistakes, they are not learning; they are only doing what they already know how to do. Not everything a leader attempts to do is going to work out as intended. Always remember to ask, "What can I learn from this experience?"

Sample Reflection exercises:

- Have the class journal for 5 minutes, reflecting on what they learned and how their definition and concept of leadership has changed over the course of seven weeks.
- Have each student to bring in their favorite leadership quote and analyze how that relates to some (or all) of the leadership practices.
- Have students create a picture or chart with all the leadership practices and connect the practices, writing in how the practices relate to each other.
- Have student imagine that its one year after the class ended. They overhear several people talking about their leadership. Ask students what are some of the things they would hope to hear them say.
- Ask students to write an editorial for the BG News about what they think it takes for a student to be a leader on BGSU's campus. What advice would they give students wanting to be leaders based on their experiences?
- Have students brainstorm ways the practices can be incorporated into their lives

Further Reflections to challenge students:

Start keeping a leadership notebook or diary. Take a few moments of quiet reflection each day and ask yourself, "How consistent were my actions and values today?" Note what you learned about yourself and from others, and what you can do more of or differently in the days ahead. There is no real substitute for learning by doing.

Sample Activities:

Award Ceremony

Create personalized awards and hold a recognition ceremony complete with snacks and goodies. Everyone should receive a funny, personalized award that recognizes something specific that they have contributed during the course of the class.

Celebration/Closing Activity/Evaluation

I will also provide some money so you can purchase some treats for your class as a closing celebration. You can play games, socialize, hand out awards, or anything else you feel would be a good closing activity for your students. Please let me know two weeks ahead of time what you would like to purchase, most likely through dining services, and I can get that for you!

Have students fill out an evaluation of the course and facilitators.

Additional Leadership Resources

10 Commitments of Leadership

Leadership is the art of mobilizing others to want to struggle for shared aspirations.

Challenging the Process

Search out challenging opportunities to change, grow, innovate, and improve.
Experiments, take risks, and learn from the accompanying mistakes.

Inspiring a Shared Vision

Envision an uplifting and ennobling future.
Enlist others in a common vision by appealing to their values, interests, hopes, and dreams.

Enabling Others to Act

Foster collaboration by promoting cooperative goals and building trust.
Strengthen people by giving power away, providing choice, and developing competence, assigning critical tasks, and offering visible support.

Modeling the Way

Set the example by behaving in ways that are consistent with shared values.
Achieve small wins that promote consistent progress and build commitment.

Encouraging the Heart

Recognize individual contributions to the success of every project.
Celebrate team accomplishments regularly.

Defining Vision

A true leader makes sure his or her vision is consistent with the vision of the team. The goal is a team goal, not just one person expecting others to “buy in.”

Kouzes and Posner point out that:

- Leaders have a desire to make something happen
- They realize that people will not follow unless they accept the vision as their own
- They know their team members and how to communicate with them
- They recognize the needs and interests of team members
- They demonstrate enthusiasm for their vision, spread that enthusiasm to others

To establish a shared vision, you must first draw on the beliefs, mission and environment of your organization and be able to describe, in picture form, what you want to see as the future of the organization. Once that's done, the people in your organization must be enlisted to participate in the vision. That's done by clearly and sincerely communicating that picture of the vision in such a way that people in the organization can see themselves participating and sharing in that vision because there is a value to them. Then there's a shared sense of destiny.

How to Improve Your Leadership Style in Each Area

Modeling the Way

Leaders are clear about their business values and beliefs. They keep projects on course by behaving in a way that is consistent with these values – by modeling how they expect others to behave. Leaders also make it easier for others to achieve goals by focusing on key priorities and breaking down big projects into achievable steps.

Strategies of People who Model the Way

- Setting the example by behaving in ways that are consistent with shared values.
- Achieving small “wins” that promote consistent progress and build commitment.

Suggestions for Improving in Modeling the Way

- Clarify your personal credo – the values or principles that you believe should guide your part of the organization. Make sure that you communicate your credo orally and in writing to your key constituents. Post it prominently for everyone to see.
- Keep track of how you spend your time. Check to see whether your actions are consistent with your team’s values. If you find inconsistency, figure out what you need to do to align your actions with the values.
- Set goals that are achievable. Tell people what the key milestones are so that they can easily see their progress

Challenging the Process

Leaders are pioneers – people who search out opportunities and step into the unknown. They are willing to take risks. They innovate and experiment. They treat mistakes as learning opportunities. Leaders also stay prepared – physically, mentally, and emotionally – to meet whatever challenges may confront them.

Strategies of People who Challenge the Process

- Searching out challenging opportunities to change, grow, innovate, and improve.
- Experimenting, taking risks, and learning from the accompanying mistakes.

Suggestion for Improving in Challenge the Process

- Hold a meeting with members and ask them what really annoys them about the organization.
- Commit to changing three of the most frequently mentioned items that are hindering success.
- Reward risk takers. Praise them. Give them prizes. Give them the opportunity to talk about their experiences and share the lessons they’ve learned. It’s money in the bank.

Inspiring a Shared Vision

Leaders spend considerable effort gazing across the horizon of time – imagining what kind of future they would like to create. Through enthusiasm and skillful communication, leaders enlist

the emotions of others to share the vision. They show others how mutual interests can be met through commitment to a common purpose.

Strategies of People who Inspire a Shared Vision

- Envisioning an uplifting and ennobling future
- Enlisting others in a common vision by appealing to their values, interests, hopes and dreams

Suggestions for Improving in Inspiring a Shared Vision

- Envision yourself ten years from now. Write an article about how you've made a difference in the last decade – how you've contributed to your job, your organization, your family, and your community.
- Turn what you imagine about the future into a five- to ten-minute “vision speech” for your organization. Keep the written speech in your daily planner. Review it daily, revising and refining, as you feel moved to do so.

Enabling Others to Act

Leaders gain the support and assistance of all those who must make the project work or who must live with the results. They stress cooperative goals and build relationships of mutual trust. Leaders make others feel important, strong, and influential.

Strategies of People who Enable Others to Act

- Fostering collaboration by promoting cooperative goals and building trust.
- Strengthens people by giving power away, providing choice, and developing competence, assigning critical tasks, and offering visible support.

Suggestions for Improving in Enabling Others to Act

- Find ways to increase interactions among people who need to work more effectively together. Teamwork and trust can only be built when people interact informally as well as formally.
- For the next two weeks, commit to replacing the word “I” with “we.” As a leader you can do the job alone; extraordinary things are accomplished as a result of group efforts, not individual efforts. “We” is an inclusive word that signals a commitment to teamwork and sharing. Use it liberally.

Encouraging the Heart

Leaders must give encouragement and recognition if people who are to persist, especially when the climb is steep and arduous. To continue to pursue the vision, people need heart.

Strategies of People who Encourage the Heart

- Recognizing individual contributions to the success of every project.
- Celebrating team accomplishments regularly

Suggestions for Improving Encouraging the Heart

- Tell a public story about a person in your organization who went above and beyond the call of duty.
- Say “thank you” when you appreciate something that someone has done.

Leadership through Inspiring a Shared Vision

Leaders can see what others have not yet seen. Leaders see beyond the normal, the ordinary, and the expected. They gaze across time and imagine the greater things that can lie ahead.

Vision is about possibility, and not probability. Probabilities will likely happen if the present merely continues into the future, whereas possibilities need not be. But to a visionary leader, who imagines beyond the limitations and constraints that intimidate the hearts and minds of most, anything is possible!

All new ventures begin with possibility thinking; and the clarity and force of this vision will sustain the leader through the rejection, failure and disappointment that inevitably accompany any truly new initiative.

A leader's vision acts as an organization's magnetic north. It attracts human energy. It invites and draws others to participate sacrificially in the mission. The leader's vision is what focuses the energy of the organization. Leaders see the possibilities of the future and then they share this vision with those they lead.

Visions are conceptualizations, but they become real as leaders express them in concrete terms. Just as architects make drawings and engineers build models, leaders find ways of expressing their hopes for the future. Then the vision becomes like a lens that focuses unrefracted rays of light. The clearer the vision, the more compelling it is to all who follow.

No matter how much involvement other people will have in shaping the vision, the leader must be able to articulate it clearly. He or she must keep the vision focused. To help them in internally clarifying, and then externally expressing their vision, leaders should:

Determine the will of the organization. Each organization has very specific purposes for each member. What are they? Unless our vision is based in the will and purpose of the organization, it will come to nothing.

The *member's* vision must become *our* vision.

Think about their past. Reflecting on our past enhances our ability to be forward thinking. As we contemplate the events of our lives – both the mountains and the valleys – we can identify our strengths and weaknesses, and the patterns and themes that have carried us to the present, and which form the foundation on which our future will be built.

Test their assumptions. Our assumptions often blind us to new solutions and opportunities. We should ask others to help us "think outside of the box."

Act on their intuition. Visions can begin somewhat vague and ill-defined. They can take time to shape themselves to the point of lucid articulation. So, instead of struggling with words on paper, we should do something to act on our intuition. Visions, like objects in the distance, become clearer as we move toward them.

Write a short vision statement. A compelling vision must be shared in a few words. Vision statements should capture the essential purpose and nature of the new initiative.

It is not enough for the leader to have a grand vision; his or her followers must "buy into" his or her dream. When properly communicated, an inspired vision will empower positive change by focusing the collective energy of all involved, and by building commitment and a willingness to take personal responsibility for the organization's success.

This process is not a monologue but a dialogue. An effective leader does not merely impose his or her own personal dream, but he or she develops a shared sense of destiny.

Even the most "on-fire" leaders cannot accomplish extraordinary things alone. To enlist others to rally around a common vision, leaders will:

Identify their constituents. Leaders must first identify all those who have a stake in the outcome of what they envision. This will include all the members of their organization as well as administrators, students, and members of the community. Broad visions need broad support to be accomplished.

Appeal to a common purpose. No matter how grand the vision is, if people don't see in it the possibility of realizing their own hopes and dreams, they won't follow. By knowing their constituents, leaders are able to fuse them together around a common purpose.

Listen first – and often. Listening is one of the key characteristics of exemplary leaders. By taking time to listen, leaders can hear what their constituents want included in the vision, and thus build a truly shared destiny.

Breathe life into the vision. By using vivid metaphors, stories, symbols and slogans, and by communicating with fire and enthusiasm, leaders make their intangible vision come alive so that others can see it, hear it, taste it and touch it.

Speak positively. There is no room for tentativeness in a vision statement. The obstacles and difficulties should be addressed, but not dwelled on. Leaders must express to their followers that, together, they are well able to succeed and to "take the land"!

Speak from the heart. The greatest inhibitor to enlisting others in a common vision is a lack of personal conviction. Others will never share a dream if the leader is not fully convinced of it himself. Leaders must genuinely believe in their own dream; then the vision will live and compel.

Leadership by Enabling Others to Act

In organizations that rely on external power and control to make people perform, the constituents rarely achieve their best. The capacity of individuals and organizations to excel grows when the people do things because they want to, and not because they have to. When people are mere powerless pawns, they feel weak and insignificant. Empowered people, however, possess greater confidence, determination and effectiveness.

Exemplary leaders accomplish great things by enabling others to take ownership of and responsibility for the organization's success.

Leaders have a choice: they can hold onto their power and use it purely for selfish ends, or they can give their power away to others. Servant leaders who take the power that flows to them and connect it to others, become power generators from which their constituents draw strength. The five leadership essentials of sharing power with others are:

a. Give power away. Paradoxically, leaders become more powerful when they give their own power away. Leadership power is not a fixed and limited sum to be hoarded and grudgingly divided up only when absolutely necessary. A leader's power is not reduced when he or she empowers others. Organizationally, power actually expands and multiplies when it is shared with others. When people have responsibility and genuine influence, their commitment to the organization and its success drastically increases. The key to unleashing an organization's potential to excel is putting the power in the hands of the people who perform the work. Thus leaders must trust and respect their constituents, and they must know their people well enough to empower them appropriately.

b. Provide choices. Good leaders will enlarge their constituents' spheres of influence, and will provide them with greater decision-making authority and responsibility. They will remove or reduce unnecessary approval steps, eliminate as many rules as possible, increase people's flexibility regarding processes, support the exercise of independent judgment, encourage creative solutions to problems, define jobs more broadly (as projects, not tasks), provide the resources necessary for success, and support freedom of organizational communication (both vertically and horizontally).

c. Develop competence. If people are to succeed in their new and increasing responsibilities, they need to develop their capacities. Leaders must invest in developing their people's skills and competencies.

d. Assign critical tasks. People's increased sphere of influence ought to involve something relevant to the most pressing concerns and core issues of the organization. We do our best when our work is critical to success. Empowerment should be genuinely significant and not merely a token acquiescence to the latest management fad. Moreover, leaders should regularly inform their constituents regarding the organization's performance and the evolving challenges it faces.

e. Offer visible support. It's who you know that counts. Leaders should assist their people in making connections and building strong relationships with others who can help them accomplish their tasks – both inside and outside the organization. Facilitating this networking is

empowering. Also, by making visible heroes and heroines of others, a leader will increase those people's power as well as build a stronger bond between him/her and them.

Nothing truly great occurs without the active involvement and support of many people. Fulfilling the purpose of our organizations must be everyone's responsibility, and good leaders promote teamwork rather than competition as the road to success. Competition (which is trying to beat others) is vastly different in purpose from collaboration (which is trying to do well).

The relationships of the team members are the organization's key asset, and leaders must know how to nurture them. In building a strong team out of people with diverse and sometimes conflicting interests, leaders must develop cooperative goals, seek integrative solutions and build trusting relationships, through:

- a. Always saying "we." The leader's task is to help people reach mutual goals and not merely his own goals. Inclusive language will communicate the fact that goals are truly collaborative and not exploitative. This will lead to stable and committed relationships that are able to weather conflicts and difficulties.
- b. Sustaining ongoing interactions between team members. The leader must ensure that team members don't work in isolation from one another. Formal and informal meetings will help, as will sharing resources. Teams should be limited in size to a "knowable" number of people. Moreover, team members must be encouraged to work through their conflicts together rather than using the leader as a go-between.
- c. Focusing on gains, not losses. When dealing with problems, team members must be led to focus on their areas of agreement first, rather than their differences. Deliberately recognizing the alignment of everyone's goals is a powerful way to create a sense of mutuality. Furthermore, emphasizing the long-term nature of the team's goals will strengthen the vision and assist collaboration.
- d. Viewing differences as creative opportunities. In reality, differences can generate more alternatives – and thus new opportunities – than similarities do. The leader must ask lots of questions and listen closely to the needs, problems and ideas of the team members, to find solutions no-one has previously discovered.
- e. Trusting team members. Individuals who cannot trust others fail to become leaders. They end up either doing all the work themselves or supervising so closely they become overbearing and controlling. Moreover, their demonstration of lack of trust for others undermines others' trust in them. To build strong partnerships, leaders should involve the people closest to the work in planning and solving problems associated with it. Delegation builds broad ownership and establishes an atmosphere of trust.
- f. Going first. One cannot legislate true cooperation or trust. As the leader first shows a willingness to cooperate and to trust others, his/her example encourages others to do the same. Thus, leaders should be open and honest with others regarding their own limitations and mistakes, and should be liberal with information, resources, spontaneous (versus mechanical) affirmations, showing genuine interest, and giving a listening ear. They should also avoid talking negatively about other team members.



Things We Have in Common

On the first day of class, ask students to form groups with approximately five members and generate a list of 25 things they have in common. Students will generally first identify extremely obvious characteristics (for example, "We are all human beings," "We all have two eyes," "We all go to this school.") and then move to less obvious characteristics that require discussion, for example:

1. We are all taking more than six credits.
2. We all live on campus.
3. We all like _____ (a particular musical group or TV show).
4. We have all seen a movie within the last week.
5. We are all single.

Encourage students to be creative. You may make the exercise competitive, awarding a prize or recognition to the group that finishes first or simply stop the exercise after 15 minutes, for example, and see which group has the highest number of commonalities.

First Impressions

Purpose: To help students get to know their classmates while learning something about first impressions and preconceptions.

Estimated Time to Complete: 10 minutes

Materials and Preparation: Create questions

Activity:

1. Divide the groups into triads
2. Each person is given two identical forms, containing five blanks labeled with questions about personal tastes, such as favorite TV show, perfect vacation, favorite food.
3. Participants fill out one sheet for each of the other two members, guessing at what they think the other's tastes might be. Guessing is essential, so only 2-3 minutes are allowed to fill in the blanks.
4. Once the blanks are filled in, participants give the sheets to the people to whom they refer.

Questions for Discussion:

What were your guesses based on?

Were any correct?

Did two people guess the same thing about one participant?

ICEBREAKERS

Getting People Acquainted

- A. **Reception Line**
- Divide everyone into 2 groups; have them stand facing each other.
 - Each talks to the person across from them until signaled (flash lights)
 - At signal, person at end of one line moves to other end. Consequently, everyone has a new person to talk to.
- B. **Pictures From Magazines**
- Supply several old magazines and have people cut out a picture which either represents them or helps people remember their name.
 - Share picture with group or wear at meeting as nametag.
- C. **Discussion Pairs**
- Provide pair with structured questions to discuss about themselves.
 - Use the Book of Questions type questions or more fact-oriented.
 - Pair can be asked to introduce each other to whole group at end.
- D. **Discussion Groups**
- Go around the circle and have everyone in group answer questions similar to those mentioned in Discussion Pairs (C).
- E. **Write Name on Board in Giant Letters**
- Use colored chalk or markers if available.
 - Add doodles to help people remember the name and the person (i.e. draw polka dots in letters if have on polka dot shirt).
- F. **Passing Candy**
- Pass a bag of candy (like M&Ms) and have everyone take as many as they like. (Don't explain your purpose)
 - Once everyone has some candy, have them share one piece of info about themselves for every piece of candy they took.
- G. **Piece of String**
- Pass around a ball of string. As people take a piece (any length they want) but don't tell them the purpose of the icebreaker.
 - When everyone has string they have to wrap it around their finger and tell something about themselves every time they wrap it around.
- H. **Autograph Sheets**
- Prepare a sheet listing traits or facts about people with a line for them to sign their name next to the trait that applies to them. (i.e. someone who wears contacts, someone who has been to Europe, etc...)
 - People mingle around the room with their sheets seeking to find people who are eligible to sign their sheets. A person can only sign once with any sheet.
 - May also reverse the process and have people seek out the autograph of people which they think the category applies. (i.e. someone who looks like they enjoy the outdoors, someone who is from the east, etc...)
- I. **Signature Points**
- Prepare a signature sheets listing spaces for signatures of people in various occupations. (i.e. policeman, nun, coach, mayor, registrar, etc...)
 - Assign points to each person, based upon the difficulty of obtaining that signature
 - People have a set time limit to go around the campus/community to obtain the signatures. At the end, add up the points to determine the winner.
 - Could be used to orient freshmen to campus offices and the community.
- J. **Autograph Bingo**
- Prepare a sheet with 9 or 12 squares, each containing a trait or characteristic which could apply to people in the group.
 - After the sheet is handed out, people have a set time limit (5 minutes) to mingle and find people to sign in the box which lists a trait that applies to them.
 - The one with the most signatures when time is called wins bingo.

- K. Words From Your Partner's Name**
- On a sheet of paper, the two partners write out their names and attempt to make other words using only the letters included in the names.
 - After a set time limit, the one with the most new words wins.
- L. Something Unique**
- Everyone stands in a straight line, side to side.
 - Someone says something they think is unique about themselves (i.e. I spent last summer in Africa)
 - If others have done the same thing, they step forward too.
 - Everyone steps back in place and the next person attempts to find something unique about them.
- M. Coat of Arms**
- On a sheet of ledger paper or newspaper, people draw a coat of arms and divide it into six spaces.
 - The facilitator reads questions to the group and people put their answers in the designated space, either by using pictures or words to answer.
 - The results may then be shared individually with the group or a piece of yarn may be attached to the sheet and people can wear them as giant name tags while they mingle and talk with others about their answers.
- N. Do-Si-Do Your Partner**
- People assemble in-group formations like square dancing and are given a question to discuss with their partner.
 - The group then "do-si-do's" to switch partners, and are given a new question to discuss.
 - The questions may be written out on quarter-page sheets and distributed to the group at the beginning so the pace of the icebreaker quickens.
- O. Action Names**
- Participants gather in a circle.
 - One person begins by stating their name and doing an action.
 - The next person repeats the name and action of the first person, then states his own name and does an action.
 - This continues until the last person.
- P. Find Your Twin**
- Sample topics are typed on a sheet of paper, with two blank lines provided to the right of each topic.
 - First individuals fill in their personal response to each of the topics. (i.e. list the state in which you were born)
 - Then they find another person who listed the same response to one of the first questions and get their autograph on the corresponding line.
- Q. First Impressions**
- Break into groups of three people who don't know each other.
 - Just from impressions, not talking, individuals guess answers to a list of questions about the other people. (i.e. hometown, rural or city person, major, beverage of choice, etc)
 - People make a list of assumptions, then talk with each other to find out the real answers.
 - Also provides insight to the power of non-verbal communication.
- R. Pick the Piece**
- In advance, cut paper into several shapes (i.e. circle, diamond/square, rectangle, half-circle, star, etc).
 - Have participants pick out a piece and then share with the group why it represents them.
- S. Index Cards**
- Give people index cards, have them write answers on them to questions you ask (i.e. favorite type of food, why came to this school, best period of life, etc...)
 - Hand in cards, shuffle, then leader reads of the answers while people try to guess who the person is.
- T. Three Things You Didn't Know**
- Ask group members to write down three things about themselves that other members do not know.
 - Compile a trivia sheet and then have group members identify who each statement is about.
- U. Backpack**
- Have each person take from their backpack something that symbolizes them. Share the objects with the group, telling why they chose it.

- Variation: Put items in a pile and draw them out one at a time, guessing who's it is.
- Variation: Have each person take items from their wallet and either share with the group or break into small groups of 2-3 people.

V. Humdingers

- Prepare slips of paper with name of popular, easy to hum songs on them.
- Each song should be written on three or four slips of paper.
- As people enter the room, they are given these slips of paper.
- On the word 'go': people mill around the room humming the song, trying to find others humming the same song.
- Variation: Use animal sounds rather than songs.

W. Middle Name

- Each participant gives their middle name.
- They tell how or why that name was given.
- The leader should start the process.

X. My Name Is...

- Players sit in a circle.
- First person says, "My name is... and I like (food, pastime, animal, etc...) using a word that starts with the first letter of their name. Example: My name is Pat and I like pasta.
- The second person introduces the first person and their favorite, and then him/herself.
- This continues around the room until the last person has the task of introducing the entire group.
- If a person gets stuck, give them a little time to get through their memory block before you give them the answer.

Y. Color, Car, Character

- Each person writes their name on a piece of paper.
- Under their name, they write which color they feel fits their personality.
- Beneath the color, each writes the name of the car that fits their self image.
- Finally, under the name of the car, each participant is to write the name of a fictional character with whom they identify.
- One at a time, group members identify themselves by stating their names, colors, cars, and fictional characters. In the introduction, each participant is to provide a brief rationale for each of his/her three choices. It is not necessary to use color, car, character – other topics may be used.

Z. Using Your Non-Verbals

- Instruct the group to line up according to their birthdays... without communicating verbally.
- Once they've lined up to ask the group to say their birthdays out loud to determine if they've lined up properly. This activity can also be used to form groups as it mixes the group up arbitrarily.

AA. Personal Bingo

- Each person signs his/her name on a slip of paper which is put into the hat (these are later used when playing bingo – they are the substitute for the numbers B4, I21, etc)
- Everyone takes their bingo card (which is Xeroxed off with empty squares) and gets members to sign their bingo cards until all the blank squares are filled.
- Then play bingo.

BB. Growing Paper Clips

- Each participant is given one paper clip.
- The objective is to attain the most points by linking paper clips with others.
- The score of the player is equal to the number of linked papers clips in the group, except the person in the middle, they receive an extra point.
- Linked groups must have an odd number of participants, except in pairs.
- When a group links, everyone must introduce themselves, works best with large groups.

CC. Alphabet Competition

- Have participants (in groups of 4-5 people) write the alphabet down the left side of a page.
- Choose a sentence from a book.
- List the first 26 letters of the sentence down the page so each line has two letters.
- Write down the names of famous people whose initials match the two letters.
- Reward the group with the most names.

DD. The Millionaire

- Divide into groups (4-5 per group)
- Each person has been given \$1 million, after taxes. How would you use the money?
- Other questions: 2-week trip to anywhere in the world; leader of any country in the world, where and why, travel to any era in time, what would it be an why; if you could talk to any one person now living, who would it be?

EE. What's Your Name

- Divide into groups of 6 or 8 people
- Give each group a koosh ball or other soft ball
- Toss it around the group and the receiver calls his/her first name

ICEBREAKERS

Energizers

A. Four Up

- Everyone starts by sitting down.
- Anyone can stand up whenever he/she wants to, but you cannot remain standing over 5 seconds.
- As soon as you sit down you can stand up again.
- The group's goal: To have exactly four people standing at all times
- Time required: 1 minute, best group size is approximately 8.

B. Human Knot

- Divide into groups of 6-10 people. Each group forms a tight circle, standing and facing each other.
- Everyone extends their hands into the circle, by intermingling their arms, grasps hands with other members of the group.
- Instruct people to be sure that the two hand they are holding don't belong to the same person.
- The group's goal: to untie the knot which results. Members of the group physically climb over/under/through each other's arms to untie the knot of bodies.
- Note: It's rare but it is possible for a knot to be unsolvable or end in two separate circles.
- From New Games.

C. Backrubs

- People stand in a circle and put their hands on the back of the person in front of them.
- Everyone simultaneously gives the person in front of them a backrub.

D. Quick Sentences

- For each team the facilitator should put a piece of newsprint on the wall at eye level and give each member a marker.
- Split the group into equal teams (4-8). Teams stand in a single file line facing their sheet of newsprint.
- The team's goal is to write two complete sentences with each person contributing only one word. Teams may not talk during the energizer.
- The facilitator may start each team with the same work (i.e. the name of the group).
- Sentences may have as many words as necessary, but the team with the first two complete sentences wins, regardless of their length.
- From the Encyclopedia of Icebreakers.

E. Whooping Crane

- All stand and simultaneously say "A long, long time ago I met a whooping crane and he coughed and coughed until his head and tail shook so hard that they fell off."
- Each time you say "coughed and coughed" bend your elbows and move them back and forth in a chicken-type motion.
- Each time you say "head and tail shook", wiggle your head and whole body.
- Repeat the phrase, each time saying it faster.

F. Grapefruit

- All stand in a single line and pass a grapefruit between necks from the beginning to the end.

G. Balloons on Strings

- Everyone ties a balloon to a string and ties it to their ankle.
- Everyone tries to break each other's balloons by jumping on them.
- Object is to be the last one with a balloon remaining.

H. Trust Roll

- Group participants stand in a tight circle.
- A volunteer is rolled around the outside of the circle. He/she may be thrown from side to side, therefore it is important that the person in the center keep their feet together, knees locked, and eyes closed.

I. Lap sit

- Form a tight circle, shoulder to shoulder.
- Turn so everyone faces the back of the person ahead of them.
- Take one step toward the center of the circle.
- Simultaneously sit on the knees of the person behind you.

J. Balloon Volleyball

- Use two chairs and a piece of masking tape to create the net. A balloon serves as a volleyball.
- Divide teams, each player sits on a chair in row formation.
- Each side must have three hits.
- No "air-butts" (players bottoms must remain on chair at all times)
- The judge is always right and serves the balloon.

ICEBREAKERS

People Who Are Acquainted

A. Worksheets

- Approximately 5 "icebreaker" questions typed on a sheet in advance.
- Hand to members of group to write out answers before sharing with the group.
- May be collected if leader is interested in knowing the responses to a particular question (i.e. why have you joined this group?)

B. "Stems"

- Facilitator provides an open-ended sentence to start discussion (i.e. In a group I am...The thing I like best about myself is...The best measure of success is...It is fun to...As a child I...).
- Can be used for discussion or in writing
- Can be discussed in pairs, as a group, or used for self-assessment.
- Stems may be prepared in a booklet, people stay with the same partner for all questions on one page then switch partners for the next page.

C. Find Someone With 'x' and Talk about 'y'

- Gets people moving around as well as discussing when facilitator calls out "Find someone with 'x' and discuss 'y'."
- Examples

Birthday season	your summer vacation
Eye color	your favorite food
Letters in you names	how you reduce stress
Size of hometown	fun things this group can do

D. Unique Things

- In advance, each person in the group confidentially completes the sentence, "One thing that is really unique about me it..." or "One thing really unique that happened to me is..."
- Responses are typed up with a line in front of each.
- People mill around and find the persons that match each of the statements. Individuals respond only with a 'yes' or 'no'.

E. All Acquainted

- Personality characteristics are written on individual cards (i.e. subtle, athletic, good writer, patient, etc...) There must be enough cards so that each participant has six.
- After the cards have been given out, each person determines which cards apply to them and which don't. Participants are then able to trade and bargain in order to get cards which apply.
- One of the six cards is discarded.
- After a specified time, the facilitator collects the cards and reads them to the group. The group tries to determine who the cards describe.

- F. Index Cards**
- Give people index cards, have them write answers on them to questions you ask (i.e. favorite type of food, why came to this school, best period of life, etc).
 - Hand in cards, shuffle, then leader reads off the answers while people try to guess who the person is.
- G. Describing a Picture**
- Everyone leaves the room except for two people who look at a picture/poster for two minutes.
 - Then bring in two more people; each of the original two describe to one person what they saw.
 - Two more come in and the last people describe the scene to them. People continue to be called in by pairs.
 - At the end, the last people describe the scene to the group, then show it.
- H. Trigger Pictures**
- Provide everyone with a stack of pictures and have them tell which one represents a significant event in their life (and why). Pictures may be from magazines or each person may receive a copy of the same generic drawing.
- I. Dictionary**
- A person looks up a word in the dictionary which they don't think anyone will know.
 - Everyone writes down what they think the definition is and the person who looked up the word writes down the real definition.
 - All the definitions are read and people vote for the one which they believe is the real one.
- J. Pairs Back to Back**
- People sit on the floor with their back to their partner.
 - The facilitator then reads questions and each partner has to guess the answer for the other. Some questions have to do with what the other person is wearing, but other topics may be used.
 - One point is awarded for each correct answer.
- K. Puzzle Pieces**
- Make a puzzle by writing a slogan or group logo on a sheet of card stock (index weight paper) and cut it up into puzzle pieces.
 - Each member of the group gets an envelope of pieces when they arrive and try to assemble the puzzle as a group.
- L. Broken Cookies**
- Hand out a chocolate chip cookie to everyone and then have them try to take the chips out without ruining the cookie.
 - Then have them put the cookie back together again.
 - Give them another cookie to eat!
- M. Geography**
- The first participant names a place (city, country, body of water, etc)
 - The next participant must then name a place that begins with the last letter of the first participant's location.
 - If they can't, they're out and the third participant tries. Continues until there is only one person left.
 - From Are We Almost There? Book of car games by Valerie Levy.
- N. Positive Bombardment**
- Use post-it notes or labels.
 - Each participant writes a positive comment to at least three different people.
 - They attach the post-it notes to those people.
 - Discuss what it is like to receive praise.
- O. Board of Directors**
- Draw a table with chairs on a piece of paper.
 - Participants put the names of people they would put on their board of directors at each chair.
 - Participants share their list of mentors and why those people are important to them.
- P. The Person in the Shopping Bag**
- Each participant imagines they were given shopping bag. Tell them they must put five items inside (with a material value of \$30 or less) in the bag from which a complete stranger could get a good idea of who you are, what you are like, and so forth.
 - All five items would have to fit in the shopping bag.

- Choose at least three items that any of us could buy in a store or make easily.
 - Explain why you chose these five particular items to summarize "who you are."
- Q. One Minute Autobiography**
- Each person takes a few minutes to write down things they can tell about him/herself.
 - Break into small groups and each person takes one minute to tell the others about him/herself. You can use a timekeeper to prevent people from going over 1 minute.
 - Restrictions can be set as to what can or cannot be talked about (i.e. nothing about hobbies, job, family, home town, summer activities). A restriction could enable participants to discuss feelings, rather than common place items.
- R. Paired Introductions**
- Each person meets and gets to know one other person, and in turn, introduces his/her partner to the entire group.
- S. Life Map**
- Each person draws on paper a picture of his/her life. The map could include symbols, stick figures, arrows, etc. The map can reflect any portion of the artist's life. For example: the person can have a starting point of birth or maybe just reflect on the last year.
- T. The One & Only**
- Each person divides his/her paper into four parts. Part one should reflect things you hold dear (things that are important to you such as family, job, religion, pet, etc). Part two should be words that the participant feels describes him/her. Part three should reflect hobbies and interests. Part four should reflect goals or dreams the participant has. Stick figures, symbols, magazine pictures, etc, can be used to convey the artists self-image.
 - After allowing time for the individual to complete his/her paper, split into small groups. Each person shares his/her paper with the others in the group. The paper should reflect some things about the participants self-image.
- U. Name Circle**
- Participants sit in a large circle. You may wish to split groups so that you have no more than 10-15 per circle. The leader begins by stating his/her own name and something he/she likes.
 - The next person repeats the leader's name and favorite thing and then states his/her own name and a favorite thing. You go on around the circle, until everyone has shared their name and a favorite thing.
 - The objective has been met if everyone knows everyone else's name and something they like.
- V. Knotted String**
- The leader has a ball of string or yarn with knots tied every foot or so. Each person takes a turn with the ball and starts to unroll it. They must talk about themselves until they reach the next knot. You can use restrictions as in the one minute autobiography to encourage them to discuss more than their name and place of residence.
- W. Burned Match**
- This is the same as the knotted string exercise, except that each person talks about him/herself as long as it takes the match to burn. You would want to consider the safety of this activity with some groups.

Sample Topics/Questions for Icebreakers

- Name, nickname
- Family
- Job
- School, education, major/minor, favorite class
- Travel, vacation
- Interests, sports, hobbies
- What they hope to get from taking part in this group
- Talents, how they can help the committee the most
- What they like most about committee, meeting, etc
- What they would change about committee, meetings, etc
- Favorite movie, book, section of newspaper, car, food, carnival ride, class, birthday present, animal, thing about hometown, etc

- Birthday/astrological sign
- What would you like to accomplish this year
- Tell us something not on your resume
- Where have you spent the happiest three days of your life and why?
- Where do you go when you want to be alone?
- Who in your life brings you the most joy?
- Who do you really respect? Who is your role model?
- Name X things you're really proud of, can do well, etc
- Personal and professional goals
- Wildest career fantasy
- Why you wanted to be involved, skills you hope to gain
- What animal represents you? What state represents you?
- Three words you'd most like to be remembered for
- The best period of your life
- Biggest pet peeve
- If you could be someone else for a day, who would you be?
- How do you work on a team?
- Type of leader you are/type you admire
- Strengths/weaknesses
- What I'd like to know about you is...
- If you won the lottery what would you do?
- Why did you come to this school?
- Something no one else knows about you
- I came here to learn about...
- For fun I like to...

ICEBREAKER RESOURCE LIST

Sue Bianchi, Jan Butler, and David Richey. Warm-ups for Meeting Leaders. University Associates, 1990.

Sue Forbess-Greene. The Encyclopedia of Icebreakers. University Associates, 1983.

Ken Jones. Icebreakers: A Sourcebook of Games, Exercises, and Simulations. Pfeiffer and Company, 1991.

John Newstrom and Edward Scannell. Games Trainers Play. McGraw-Hill, 1980.

Edward Scannell and John Newstrom. More Games Trainers Play. McGraw-Hill, 1983.

Edward Scannell and John Newstrom. Still More Games Trainers Play. McGraw-Hill, 1991.

Icebreakers and Teambuilders

The following pages provide a number of icebreakers and teambuilders. Consider your group and your purpose for the activity when choosing an icebreaker or teambuilder. Some are more appropriate for new groups, others for more established groups. Not all of these activities will appeal to everyone, but there are many for you to choose from to help get your group going!

INTRODUCTIONS

Have people pair up. Give the pairs 5 minutes to each other and share vital information. Then have the people introduce their partners to the rest of the group.

Variation: "Silent Introductions" – same as above only the partners can't speak to each other. Partner receiving clues should write notes to self but should not give a response to the actor as to whether or not they understand the visual clues. Only those receiving clues can use pencil and paper.

DEAR DOLORES

Have everyone sit in a circle. One person begins by giving their name, plus an adjective that begins with the first letter of their name. (e.g., Jolly Jim, Happy Holly). The next person repeats the person's name and adjective and then their own name the same way. Continue around the circle.

BALLOONS

Prepare questions on small pieces of paper. Put one question inside a balloon and blow up the balloon. Have people pop the balloons to get the question and have everyone answer their questions to the group.

STRING NECKLACES

Tie a string or yarn "necklace" around everyone's neck; the object of the game is to get as many strings as possible around your own neck by getting others to say "no" to questions you ask. When someone says "no" to you, she or he forfeits their necklace.

ANIMAL/BARNYARD SOUNDS

Think of five or six different animals that make distinct animal sounds such as: cat, dog, snake, monkey, cow, pig, etc. Give each participant a piece of paper with one of the animal names and have them find each other by making that animal sound. For example, all the dogs would find each other by barking. You can use blindfolds to make it a little more interesting.

SENTENCE COMPLETION

Have the group introduce themselves by completing a low risk sentence. Examples: favorite food, animal, cartoon strip, musical group, funniest story you have ever heard, best joke, hobbies or interests, funniest relative, what would you like to do if you had two extra hours today, what would you would do if you won the lottery, etc.

WALLET/PURSE INTRODUCTIONS

Participants pull an object out of their wallet or purse, which represents them and explains why.

TOSS A NAME

Standing in a circle, the person with the ball calls someone by name and tosses the ball to them. When the other person catches it, they say, "Thank you, _____" (the name of the person who threw it to him/her) and then calls upon another person to toss the ball to. After the balls have been tossed for a couple of minutes, start a second ball going at the same time, then a third, and finally a fourth.

HUMAN KNOT

Participants should stand shoulder to shoulder in a circle. Each person should put his/her right hand into the middle of the circle and join hands with someone across the circle (and not directly to his/her right or left). Each person then places their left hand into the circle and joins hands with a different person, and not the person directly to their left or right.

When the participants have their hands tangled, inform them they need to be untangled without ever breaking grips within the group. Note that there are three possible solutions: a circle, two interlocking circles, or two circles with a knot in it. Participants should not make sudden or large movements since they're all connected.

Processing questions:

Was this challenging? Why? Or why not?

How did the group approach this task? What was done effectively? What could have been done more effectively?

What role did you personally take in this exercise?

For those who were facing out, and couldn't see what was happening, how did you feel?

How could each of you have increased participation in this activity?

How can you relate your freshman experience to this activity?

GOSSIP

The group sits in a circle and Gossip begins with the facilitator sharing a secret with the person next in the circle. The secret is passed as each person shares it with the next person. In telling the secret, it may not be repeated twice to the same person (so the listener must get it all the first time.) When the secret is finally back to the facilitator, it is shared out loud. The facilitator then reads the original and a comparison is made.

IMPORTANT ITEM

Have each person bring something to the meeting that means something special to him or her, and then take turns telling about it. Could have people try to guess who items belong to.

PAT ON THE BACK

Have everyone draw an outline of their hand on a sheet of paper, then tape it to their back. Have group members mingle and write things on everyone's back that tells them something positive.

LIFELINES

This exercise uses a huge sheet of paper with a long "lifeline" drawn across it. Each member marks dates on the line to represent the highs, lows, significant events, turning points, etc. of her/his life to date. (can also project the future). Each date should be labeled to help explain it. Members of the group each share their dates with other members. The group may ask questions about each other's lifelines.

BLIND POLYGON

Ask the participants to form a circle and put on their blindfolds. Give them a rope. Ask each person to grab hold of the rope, and then, as a group, to form a perfect square. When they believe the task is accomplished, they are to stand in position and remove the blindfolds. Using the same procedure, ask them to form any geometric shape you think is possible with the group.

PERSONAL COAT OF ARMS

Give each person a sheet of paper with a blank coat of arms on it. There are four quadrants on the "shield" and you ask participants to respond to specific questions/statements in each quadrant. For example, where your favorite place to escape is, favorite childhood memory, greatest fear, person who's most important to you, etc. Then ask each participant to draw a symbol or motto about his/her shield that represents him/her. Go around the group and have each participant share what they're willing of their shield with the group.

STAND-UPS

Start off by breaking the participants into pairs. Have each participant sit back-to-back, link arms at the elbow, and stand up. Then have two pairs join together, introduce themselves, then sit down in a small circle and face outward so that all backs are in the center. Then arms at the elbow, stand up as a group. Then they grab another group so that there are 8 people, and do the same thing.

M&Ms

Everyone loves M&Ms, so when the group is meeting for the first time, bring in a large bag of M&Ms to introduce the group to each other. Have the group sit in a circle. Pass the bag around and ask people to help themselves to the M&Ms, but not to eat them yet. When the bag has been around the full circle, each person must tell one thing about themselves for every M&M they took. A variation is to assign a number of things a person must tell about themselves to every color. Of course, don't tell people about this aspect of the game until they have already grabbed a handful.

PHOTO SCAVENGER

Polaroid cameras will be needed for this exercise. Break the group in half, and give each group a list of places at which they need to get a group photo taken – and everyone needs to be in each photo! Meet at a designated time and place, and compare photos.

NAMETAG

Paper, crayons or markers, and tape are needed for this activity. At the start of the meeting, have everyone make a nametag that includes a picture on it that says something about themselves (a caricature, cartoon, symbol, places, etc). Or ask people to put the answers to specific questions in the corners (i.e. – where you were born in the upper right, your favorite hobbies in the lower left, etc.). Go around the room and have each person explain their drawing. You can use note cards and felt pens or if you really want people to be creative, supply construction paper and scissors.

WHERE ARE YOU?

Pick a year or a date before the meeting and give each person a chance to tell what they were doing on that date (summer '96, January '97, etc.).

SUPERLATIVES

Participants are asked to study the composition of the group quietly to decide on a superlative adjective that describes themselves in reference to others (youngest, tallest, most uptight, etc.). They tell their adjectives, explain, and, if possible, test their accuracy.

HOMETOWN

Post a large outline of the state or country on the wall or even tape it on the floor. Have participants put their hometowns and name on the map. Ask them to share about their hometown and how they decided to attend ISU.

DEMOGRAPHICS

Brainstorm background data that participants would be interested in knowing about each other (age, education, birthplace, etc.). Have each participant tell who they are in reference to demographics.

PAPER PLATE DATES

Give each participant a paper plate. Have them draw the face of a clock on their plate with a line next to each number. Then have the participants walk around and find a "date" for each hour, writing their date's name on a line. The catch is no one can make a "date" with more than one person per hour. After everyone has made their dates, speed up time to allow 1-3 minutes for each hour. The pairs will then get the chance to get to know each other.

BLANKET NAME GAME

Have your group divide itself into two groups. Tell them to sit on the floor facing each other. Hold up a blanket between the groups so that each team cannot see the other. A member of each team is quietly selected to move up to the blanket. On the count of 3, drop the blanket so that each of the selected members is facing each other. Then race to see who can remember the others name first. Who ever loses goes to the other team.

CONTRASTING STATEMENT

Think of several contrasting groups such as bread/butter, hammer/nail, etc. After saying each pair, have the group divide in two and join the group for which they best relate (to the word). Within the group, have them explain why they chose to say the hammer instead of the nail.

LOLLIPOP

Pass out dum-dum lollipops to the group. For every letter that appears in the flavor, the participant has to say something about themselves to the group.

STRING GAME

Participants select pre-cut lengths of string from the facilitator. Each member holds the string between his/her thumb and forefinger. For each "wrap" of the string around the finger, participants must share one thing about themselves.

SENTENCE STEMS

Form dyads and triads and have participants complete the rest of the sentence. The leader can read the sentence to all of the participants or all participants can have sheets of paper with these listed and take their own time in covering them. Here are some examples:

- Before I came to ISU, my main interests were . . .
- The way I would describe my family is
- The thing I remember most about high school is
- My most unusual friend is. . .
- The things I value most are
- Where I hope to be 5 years from now
- The thing I would most like to accomplish this year is
- The thing that concerns me most about school is

For roommates:

- The first day we met, the things I noticed about you were . . .
- Since then, some things that surprised me about you were . . .
- Something I like about you is. . .
- It appears to me that an important difference between us is
- I think we might have to compromise on
- What I think I will get out of having a roommate is
- I think the most important thing I have learned from this discussion is

HOG CALL

Break the group into two pairs. Each pair must choose two things: a machine and an animal. They then have to decide who is which. The pairs then divide up on opposite sides of the room. Everyone must close their eyes, and by only making the noise of their character would make, they must find their partner. When they find their partner, they can open their eyes and wait until everyone is done. When conducting an activity with eyes closed, have the group raise their hands in front of their chests as bumper guards, and have at least one person (leader) acting as a spotter.

SOLEMN AND SILENT

The facilitator explains that this exercise takes self-control. Members pair back to back. On the count of three, everyone must face their partner, look each other in the eye, and try to remain solemn and serious. No speaking! The first to smile or laugh must sit down. All who remain standing then take a new partner and the activity continues until only one person is left. If you get a pair at the end who are both keeping a straight face, the rest of the group can act as hecklers to disrupt them.

UNCLE FRED'S SUITCASE

The group forms a circle. The first person states their name and the reason they picked this college. You continue going around the group, repeating the names of the persons preceding their name and why they chose to attend ISU. You can also substitute "Why you came here" with other things they like to do.

FAMOUS PAIRS

In this exercise, group members will be asked to identify the names of famous pairs or persons. The leader tapes on the back of group members a nametag with the name of a famous pair or persons written on it (Fred and Wilma Flintstone, Hillary and Bill Clinton, peanut butter and jelly). The group member is not to see what is taped on his/her back. The leader then tells group members that their task is to find out

who they are. Members are to mill around the room and ask questions that can be answered with only "yes" or "no." If the member receives a "yes" answer, he or she can continue to ask questions until a "no" reply is received. At that point, the member must move on to another participant. Questions may include, "Am I alive?," "Am I a movie star?," etc.

BIRTHDAY LINE

Explain to the group that this is a nonverbal exercise. The group is to perform a single straight line according to birthdays. No lip reading or spelling in the dirt is allowed. When the line is completed, each person will shout out his or her birthday, beginning in January.

THE SHOE GAME

Have the group stand in a large circle shoulder to shoulder. Next, have everyone remove their shoes and tie them together. At the leader's command, everybody runs to the center of the circle, and throws their shoes in a pile, returning to the circle. Have one volunteer choose a pair of shoes other than his/her own and make one statement about the owner of the shoes (for example, "The owner of these shoes must be very thrifty and economical to wear shoes in this condition."). The owner of the shoes then comes forward, introduces her/himself to the group, and picks out another pair of shoes to introduce. Repeat until everyone has been introduced through their shoes.

COUNT COUP OR ON-GOING TAG

Count Coup is an ongoing tag that you can initiate at the first group meeting. You tell the group that one of them is "It" (pick someone right here). The object is not to be "It." The "It" may tag another person in anyway they like, i.e. touch, telephone, sight, mail, note through a friend, etc. So long as the new "It" is aware that they are now "It." The game can last for as long as you wish and makes for a lot of laughs and funny stories. The group need not know who "It" is so that the surprise factor is increased and ongoing. It may be distracting to start the game during the beginning of the meeting, so save it until the end. There are no rules and no limit to the number of times the "It" can change in any given time period. A fun variation to the game includes agreeing that the person who comes to the next meeting of the group as "It" brings refreshments.

KILLER

Group sits in a circle, where one has been designated "It" (by draw of a designated card or a slip of paper marked "It" and the rest blank). The object is for the killer to wink at group members then they "die" or are out of the game. Encourage creativity in the death scenes. One can accuse if they suspect or catch the killer in action, but if they are wrong, they, too, are "dead."

COUNT TO TEN

Have the group come together into one group, side by side with each other. When everyone is together, tell them the game is to count to ten as a group. But the catch is that each person is only allowed to say one number. If two people speak at the same time you must start over. The same person cannot start the exercise twice in a row. To make it even more challenging, have the group members close their eyes.

BODY ENGLISH

Split the group into two groups. Each group must plan and spell out the words by using their bodies (no hand signals or signs). The other group must figure out what they are spelling. Start with single words and move into phrases as the groups are better at spelling.

MRS. MUMBLES

The goal of this game is to never show your teeth. Participants sit in a close circle. All participants must hide their teeth at all times. If, at any time, a participant shows his/her teeth, that person is out of the circle. The first person to start looks at his/her neighbor and asks: "Is Mrs. Mumbles home?" Then the neighbor responds: "I don't know! Let me ask my neighbor." He/she then asks the person seated next to him/her: "Is Mrs. Mumbles home?" and so on. If someone shows his/her teeth and thus leaves the circle, that person's job is then to do all he/she can, except for touching people, to get others to show their teeth.

PEOPLE TO PEOPLE OR ANATOMY SHUFFLE

The group is divided into two circles of equal size. One circle stands outside the other so that the members of the inner circle face out to the members of the outer circle, creating pairs. During the game, the circles walk in opposite directions until the leader yells out two body parts (for example, head to knee or foot to elbow) at which time the partners must find each other touch those parts. The last ones to touch are eliminated from the game and the others return to the circles. The game continues until one pair wins.

HUM THAT TUNE

Each person in the group is given a small piece of paper with the name of a nursery rhyme or other song written on the paper. Example, "Row, row, row your boat," "Rock-a-Bye etc. All the people who are given the song must hum that tune and find everyone else in the group singing that same tune.

BALLOON ROMP

People line up into groups of six facing a row of chairs about eighty feet away. One chair per group. The first person in each group runs to their chair, blows up a balloon and breaks it and then runs back to their line. After they return, the second person runs to the chair and repeats the same process. An alternative way to play is for partners to run down in pairs, place the balloon between them and "squeeze" until it pops and then run back.

CHALKBOARD SENTENCES

This exercise asks the participants, working in teams to race against one another to formulate a sentence to which each team member has added a word. The facilitator begins by explaining that participants will be competing to see which team is the first to complete a group sentence. Next the members are asked to divide into two teams. If the group contains an uneven number, one participant may compete twice. The teams are then lined up ten feet from the board. After giving the first person in each team's line a piece of chalk, the leader explains the rules.

- 1) Each member is to add one word to his/her team's sentence.
- 2) The first person in each line is to come forward and write the first word of their team's sentence, passes on the chalk to the next team member, and returns to the end of the line.
- 3) No preplanning of sentences is allowed.
- 4) Each player may add only one word
- 5) The winner is the team that is the first to build a full sentence using words contributed by all of its group members.

SOUNDS IN THE NIGHT

A beach ball or basketball is needed for this game. Everyone sits in a circle with their eyes closed. The room is darkened. Each player selects an animal sound to mimic as his or her own personal signal. If group members run out of animals from which to choose, divide players into separate groups. The first player has the ball and makes their animal sound and then the sound of the animal to whom they want to roll the ball. The animal that is "called" replies so that the first player knows where to direct the ball. The first player then rolls the ball to the animal. If the intended player receives the ball, they respond loudly. All the other animals rejoice in unison by making their sounds as well. However, if the intended player misses, the ball goes back to the first player who tries another animal.

BALLOONS OVER AND UNDER

A single line is formed with one person behind another. Four or five balloons filled with water are placed in front of the first person. One by one, the first person takes each balloon and passes it over their head to the person behind them. They pass it under their legs to the next person, that person passes it over their head and so on. When the balloons get to the last person they run to the front of the line and pass it over their head. Adventurous groups can choose to toss the balloon over their head and hike it (toss it) between their legs.

CLAM FREE

A Frisbee or ball type device is needed. We start by defining the boundaries of the playing field. One person volunteers to be the nuclear reactor and activates himself/herself with a Frisbee or nerf ball. The rest of the group members are clams and signify so by being as happy as possible. The object of the game is for the nuclear reactor to contaminate all the clams by tagging them with the Frisbee. Once contaminated, the clams become frozen in place. As the reactor chases and tags the clams, it would appear that doomsday is just around the corner, at least for the hapless clams who are getting zapped one after another. There is hope, however, a frozen clam can be defrosted if two mobile clams manage to link hands around him/her in a clamshell-like alliance and shout, "clam free!" Better yet, if seven clams can manage to link up in a circle and count to ten, then the nuclear reactor is shut down forever.

VALUES DISCUSSION

Grab two other people who are wearing the same color as you. Sit down in a circle a little away from other groups. Instruct them they will be talking about some issues and you will give them new topics every few minutes.

- 1) Talk about the most important thing you did this year.
- 2) What are the easiest and hardest emotions for you to express and why?
- 3) What is something that few people know about you?
- 4) What do you value in a friend?
- 5) What do you want to be doing in five years?
- 6) What is one goal you have for next year?
- 7) What do you want to learn to do better?
- 8) What is a motto you try to live by?
- 9) What are five words a friend would use to describe you?
- 10) What is the greatest challenge you are facing?
- 11) What do you like most about yourself?
- 12) What do you value in a loving relationship?
- 13) What do you value most in life?

WEBS

A ball of string or yarn is needed. The group is to sit in one large circle, preferably on the floor. The facilitator holds a large ball of string and tells the group that they are now going to discuss a particular topic such as why they chose to become a member of the learning community, their greatest personal experiences, etc. The first person to begin tosses the ball of twine to another member of the group seated across the circle. That person then shares his/her experience holds onto a piece of the string and tosses the string to another participant. This process continues until each member of the team has his/her time to share. By tossing the string around the group, participants weave a web, which connects all the members of the team in the same manner. The group facilitator then asks two or three members to "drop" their string. The web begins to sag and appears to be very weak and vulnerable. The facilitator can then discuss how important each participant is to the team and the effect that low levels of involvement and commitment has on the entire team. If time allows, the team can unravel the string and talk about another topic or issue while rewinding the twine. Group members can also cut a piece of the string from the web to keep as a reminder of the exercise and the thoughts the group shared.

POSITIVE BOMBARDMENT (OR FEEDBACK)

One member is selected to be the recipient of positive feedback from the rest of the group. Once everyone has had a chance to give that member the gift of feedback, another person is chosen and the process is repeated. This can be done in writing with a positive comment to each member and putting them all in an envelope with the person's name on it. This can be adapted so that the member first gives some constructive criticism and then some positive feedback.

TINKER TOY COMPETITION

The group leader brings a box of tinker toys and divides the pieces into two equal groups. The people in the group also divide into two equal groups. Each group of people is given the tinker toys and the following instructions:

- 1) You have 5 minutes to create the tallest structure you can with the pieces given to you.

2) You then have an additional five minutes to build the longest structure.

3) The winners get a prize.

A variation is to do this activity with balloons instead of tinker toys.

PROGRESSIVE STORY

For this exercise, a group of people must know one another and feel comfortable discussing personal issues. Everyone must be able to hear the other members of the group, but people don't have to see one another. So, the group doesn't have to be sitting in a circle. A facilitator begins the story by setting the initial scene and mood.

i.e.: "on my way to class the other day"

"A good friend called last night and"

"I had them most amazing weekend! I"

In no special order, members of the group then take over the story. They add another element to the plot. The information that is added can be light-hearted, serious, true, fabricated, etc. The main point is to make sure everyone adds something. The progression of the story indicates where the group members are emotionally and is representative of what is high on their lists of priorities/concerns/thoughts.

i.e.: If everyone returns to work-related examples, then work may need some discussion and processing. Maybe there are issues that need extra attention. If the story is hilarious, we can assume the group is feeling confident and secure – or at the other extreme, they may be on the verge of insanity.

FORCED CHOICES

Tell everyone that you will be naming two different things and they have to choose which one they prefer of the two. Have one group go to one side of the room and one to the other for each category. Make up contrary dichotomies that you want, but here are suggestions: bath/shower, ping pong/pool, coffee/tea, city/country, Leno/Letterman, veg out/work out, ocean/mountains, morning/night, math/literature, movie/concert, museum/sporting event, etc. Process by focusing on commonalities each person shares with each other or their staff members and encourage them to find ways to form positive working relationship with everyone.

LIGHTHOUSE ROWBOAT

Have one person volunteer to be the lighthouse. He/she should stand at one end of the room on a chair facing the group. Have another person volunteer to be the rowboat. He/she should stand at the opposite end of the room with their back facing the group. The rest of the group should then position themselves around the room standing, sitting, and or lying on the ground in between the lighthouse and rowboat. These are the "rocks." The rowboat cannot talk and must close his/her eyes. It is the lighthouse's responsibility to give the rowboat instructions on how and where to move so that the rowboat can make it safely to the lighthouse without tripping or falling. The lighthouse can give any kind of instructions they want, as long as they do not leave the lighthouse stand.

HOT AND COLD

Two people are chosen to be "it" and are sent out of the room. The remaining people choose a task for them to do (stand on the table, do a somersault, etc.). When the chosen two return, it is the group's job to encourage them to perform the task. However, the only encouragement allowed is applause when they're "hot" and booing when they're "cold."

ELECTRIC FENCE

Prior to beginning this exercise, the facilitator needs to tie a rope approximately 5-10 feet long between two poles or trees. The rope should be about shoulder height and should be tied very tightly. All members of the team should be standing on one side of the rope. The facilitator then tells the group that they are chased by a group of crazed maniac and their only means of escape is to climb over the electric fence. Each member of the team must climb the fence without touching the rope. If any member of the team does touch the rope during this exercise, the entire team must return to the starting point and begin the climb all over again.

FRUIT BASKET TURNOVER

The group starts out sitting in a circle with one group member standing in the middle. Each person is given the name of one of three fruits. When the person in the middle calls out the name of a fruit, all those people must find another seat.

HEADLINERS

Each member of the group is asked to reflect on his/her freshman experience. After pondering this issue for several minutes, the facilitator will distribute newsprint and markers to each team member and relay to them the following instructions: You have just joined a learning community, and recently received a copy of your hometown newspaper describing your first experience as a learning community member. Write the headline for this article. After all participants have completed this assignment, each team member displays his/her headline and describes it to the group. This exercise is a great way for team members to get to know each other better while reflecting on their learning community experience.

EMBARRASSING MOMENTS

Divide the large group into smaller groups of 10-15 and arrange for each group to sit in a circle. Each participant is asked to take 3-5 minutes to think of an embarrassing moment that has occurred in his or her lifetime. After several minutes of contemplation, each participant shares his/her experiences with other members of the group.

FIND YOUR TWIN

Write a list of traits on one side of the page, and then put two columns on the page beside these traits. The headings above one column should read "yours," and above the other, "autograph of twin." For example, some of the traits may be color of eyes, favorite movie, favorite city, favorite NFL team, school colors. Direct the participants to complete the "yours" column first, then to find their twin.

GET UP AND MOVE

Make a circle large enough for everyone in the group, except for one person. The person standing says, "Get up and move if. . ." and fills in the blanks with a phrase of his/her choice. For example, "Get up and move if you watch Survivor religiously." After the person makes the statement, everyone it applies to gets up and changes chairs. The one remaining standing makes up a new phrase and the game continues.

FIRST IMPRESSIONS

Have participants sit in a circle. All participants should be wearing nametags. Give each one a piece of paper, tell them to write their name on the top and number it according to how many people are in the group. Have each member of the group pass their papers to the left and quickly write their impression of the person next to them as a fruit, car or other object. For example, one person may remind you of an apple, another of a banana, or one of a Ferrari, and someone else a Volkswagen, etc. Keep passing the papers around the circle with each person writing the impression of the other person in the group, until the sheets get back to the original owner. The participants can then share what others wrote, and see if they are any similarities.

GETTING CREATIVE

Start with a word, and throw it out to the group. Have the first person say the first thing that comes to his/her mind. Then have the next person say the first thing that comes to mind about the previous person's answer. Go all around the room.

INNOVATIVE IDEAS

The facilitator should set up a collection of unrelated items (computer disk, calendar, picture, baseball. . . anything goes) on a table in the front of the room. Divide the large group into smaller groups of 3-4. Have a member of each group select 4-5 items from the table and bring them back to the group. Instruct each group to plan a program using all of the items they selected in some way. You can specify a type of program: social, educational, alcohol awareness, etc., or leave the floor open.

MOCK THUMPER

Each participant of the group decides on a hand sign or motion. The participants of the group introduce themselves with their name and their sign. After the introductions, one person starts the game by saying their name and sign, then someone else's name and sign. Continue on until you have a good grasp of the group member's names.

NAME AEROBICS

Have all participants stand in a circle. Have them think of the first letter of the name they would like to be called, and think of an adjective that begins with the same letter and describes them (e.g. Jolly John, Crazy Chris). Then have them think of how many beats or syllables are in the adjective and their name (e.g. Crazy Chris would be three beats: Cra-zy Chris). Ask each participant to take a moment and think of series of movements so that there is one distinct and repeatable movement for each beat in his/her adjective and name.

Have one person in the group start with his/her adjective and name, and the movements that go along. The entire group then repeats with the same movements. The second group member follows with his/her adjective name, and then the group repeats. Follow this pattern until everyone in the group has done theirs and the group has followed.

RECEPTION LINE

Divide everyone into 2 groups; have them stand facing each other.

Each person talks to the person across from him or her until signaled.

At the signal, the person at the end of one line moves to other end, consequently, every one has a new person to talk to.

Possible conversation topics include:

What is your favorite movie/TV show/ music group, and why?

Who is your biggest role model and why?

Why did you decide to enroll at Iowa State?

If you could travel any where in the world, where would it be?

What is a quote that you live your life by?

What's your favorite hobby or pastime?

COLOR, CAR, CHARACTER

Each person writes his or her name on a piece of paper.

Under their name, they write which color they feel best fits their personality.

Beneath the color, each writes the name of a car that fits their self-image.

Finally, under the name of the car, each participant is to write the name of a fictional character with which they identify.

One at a time, group members identify themselves by stating their names, colors, cars, and fictional characters. In the introduction, each participant is to provide a brief rationale for each of his/her three choices. It is not necessary to always use color, car, character; similar topics may be used.

BOARD OF DIRECTORS

Draw on a piece of paper a table with chairs.

Participants write the names of the people who they would like to have as their board of directors.(e.g., family members, teachers, friends, coaches, etc.)

Participants share their list of mentors and why those people are important to them.

SOMETHING UNIQUE

Everyone stands in a straight line side-to-side.

Someone says something they think is unique about them (e.g., I spent last summer in Africa).

If others have done the same thing they step forward too.

Everyone steps back into place and the next person shares something unique about him/herself.

TWO TRUTHS AND A LIE

Have each participant write three unique statements about him/herself – two of which are true, and one, which is false.

Each participant reads his/her statements, and the other members try to guess which one is false.

PEOPLE PLATFORM (15 minutes)

Illustrates: Teamwork and the importance of listening to everyone's contributions.

Participants may only touch the ground on the outside of the outer square and the inside of the inner square as they complete the task. The area in between the squares is off limits. The entire group must participate. They may not stand or sit on each other's shoulders; everyone must be touching the ground. The objective is to have everyone on the inner square without touching outside of it. After the group creatively attempts this exercise, they must hold everyone off the ground for 10 seconds (the time it takes to sing "row, row, row your boat. . .")

An inner 2' x 2' and outer 6' x 6' tape outline of a square should be arranged prior to the exercise. Facilitators should take great care in ensuring participant safety throughout this exercise.

Variations: If the group is slow to actively attempt the exercise, after a few minutes, announce a time limit by which they must finish. If a participant touches the area between the squares, tell them that they may no longer use that body part. If one member dominates the group, take away his/her ability to speak.

Processing Questions:

- What were some of the challenges in completing this activity?
- How did you overcome them?
- What similarities do you find between this activity and your house operations?
- What did this activity demonstrate to you about leadership?

BEACH BALL TOSS (10 minutes)

Illustrates: Collaboration and Commitment

The group's goal is to hit the beach ball 100 times in a row without it falling to the ground. In addition, each team member must hit the ball five times (and no participant can hit the ball twice in a row). If the ball ever hits the ground, the group must start over. A group may exceed 100 hits, if that's what it takes to get everyone to hit the ball five times.

Processing Questions:

- If you were successful, what caused this success?
- What strategies did you use to make sure that everyone was included?
- What was challenging about this exercise?
- What did this exercise illustrate to you about leadership?
- How does this activity relate to our group?

YURT CIRCLE (10 minutes)

Illustrates: Trust, support, and the importance of each person's contribution.

The group forms a circle facing each other and counts off by two. You must have an even number of participants for this exercise. Individuals with shoulder and/or arm problems should not participate in this activity for their own safety. Members grasp hands in the circle. Make sure that height and weight of participants is evenly distributed around the circle.

Instruct the group to simultaneously lean in the opposite direction while supporting each other. This means that the 1's lean forward and the 2's lean backward. Lean gradually, not all at once. Do it again. Change directions. Do it with eyes closed.

Variations: Do it silently. Face outward and work through the process.

Processing Questions:

- Was anyone tentative at the beginning of this exercise?
- How did it feel to be reliant on others for support?
- What would have happened if only one person let go? How does this relate to working in teams?
- How is this exercise representative of our houses?
- How can we develop more trust in our group?
- How important is the support we give to others?

BLIND NUMERICAL ORDER (20 minutes)

Illustrates: Communication and listening.

- a) There is no talking
- b) You must keep your blindfolds on at all times
- c) Each of you will have a number whispered into your ear
- d) The goal is for the group to arrange itself in numerical order without speaking and without the use of sight.

Blindfold all the participants. Whisper a number to each of them (do not allow other participants to hear). The number should be RANDOM (not just 1-12, etc). For a few participants, use negative numbers, "0", really high numbers, etc. After whispering the number, move the participant to a random location. Once every participant has a number, they should begin. Make sure all participants are safe throughout the exercise.

Some participants can be restricted even more by not allowing them to use their right arm, etc.

Processing Questions:

- What was the most difficult aspect of this exercise?
- Did you have a sense of working together? Why/why not?
- How frustrating was it when you could not talk.
- What was necessary in order for you to be successful?
- Did you assume that the assigned numbers would be in order (like 1-12)?
- How important is good communication in groups?
- How does this activity relate to our group?

SHERPA WALK (10 minutes)

Illustrates: Industrial vs. Postindustrial leadership, empowerment (good transition activity from one location to another)

Assemble the group in a single line and then blindfold them. Each person holds onto the shoulder of the person in front of him/her. The leader is not blindfolded. He/she will lead the group from one place to another. The facilitator may choose to limit talking or allow talking only for safety commands. The leader works to navigate the surroundings and keep his/her group safe. At different points, the leader may change; the former leader will now join the rest of the group and be led.

Processing Questions:

- How did it feel being led by only one person?
- How trusting were you of the person in front of you? Of the leader?
- Did anyone ever question where they were going or demand an explanation?
- Why did so many individuals simply follow the person in front of them?

How many times in our houses, do we just follow our leaders (i.e., President, RA/CA, Peer Mentor) because we are supposed to?

Why do they continue to "go with the flow" and not question what we are doing?

What happens if we trust certain leaders and they lead us astray?

How do we encourage more team-based leadership?

PICK A SIDE

Students are asked to choose their preferences between the following dichotomies. They go to one side of the room or the other (designated by the facilitator) to show which one they prefer. No one can be in the middle. Discuss why people made the choices they made.

- 1 - Play before you work or finish your work so you can play
- 2 - Design a car or build one
- 3 - Jeans or Khakis
- 4 - Would you rather be a bat or a baseball
- 5 - Texas or Montana
- 6 - Plan your vacation or decide what to do when you get there
- 7 - Liberal or conservative
- 8 - Morning or night
- 9 - Would you rather go see a play or go to a football game
- 10 - Chocolate or strawberry
- 11 - Love or money
- 12 - New York or California
- 13 - Hangout with a few close friends or get together with a large group of people
- 14 - Listen or speak
- 15 - Country or pop music
- 16 - 007 or Batman
- 17 - Happy Gilmore or Terminator (I or II)
- 18 - kissing in public, "get a room" or "isn't that sweet"
- 19 - Memorized your ISU ID or have to get it out
- 20 - ISU or Iowa

BUILDING A GUMDROP STRUCTURE

Materials needed: gumdrops & toothpicks. In an area unseen to the participants, structures made of gumdrops and toothpicks should be previously constructed by the facilitator. These are the structures that the participants will need to re-construct (within the given guidelines) in their groups.)

This is a teambuilding exercise for larger groups & most groups will have six people.

Each group will be told to choose one "Seer," three "Runners," one "Builder" and one "Observer."

Explain:

In a separate room (or space) is a structure made of gumdrops and colored toothpicks.

Seer: Only person allowed to see the structure. Unlimited opportunities. Must communicate what the structure looks like to the Runners.

Runners: Carry messages from the Seer to the Builder. Runners may not ask questions of Seers. Nonverbal signals are ok, but only the Seer can talk to the Runner. Runners may only talk to the Builder, and then only one at a time.

Builders: will be in a separate space where they cannot see the Seer or observe the instructions being given.

Builders are provided with building supplies. Builders may not face each other or look at each other's work. They may not speak to anyone.

Once a Runner has received instruction, he/she will go to the Builder. The Runners may then (one at a time) relay the instructions to the Builder, using words only. Runners may not touch or respond to what Builders are doing. Relay instruction only. The Builder may only listen, without asking questions or responding.

Observer: observe the group's process without visibly reacting to them or interacting with them. Observations and comments will be a crucial part of the discussion at the end of the activity.

There is a time limit of 25-30 minutes (depending on how things are going). At the end of the time, we will bring over the original structure to compare to each of the new creations. How close did everybody get? Colors count!!

Wrap-up in large group:
What was difficult about this process?

How did the Seers feel? Was it hard to give instructions without seeing what was needed? Or was it liberating? How did you feel about the lack of concrete feedback about what was happening to your careful instructions?

How did the Runners feel? Was one-way communication difficult? Was it frustrating to envision one thing and see the Builder doing something else?

How did the Builders feel? Was it easy or hard to construct something with only verbal instructions and without being able to ask questions? Or did anybody feel liberated by having only instructions to follow?

Does anybody have personal reactions or challenges to share?

What does this activity tell us about our communication styles? What are the benefits of two-way communication? Would it have been easier to construct something resembling the original structure if questions were allowed? What would you have done differently? What if only a certain number of questions or words were allowed? Would you have known what to ask? Would it have helped?

ROOTS AND LEAVES

Provide group members with paper and markers and ask them all to draw their own personal tree. It must include **ROOTS**: things about you that are not easily visible (where you are from, values, important life events, achievements, things you struggle with, long term goals, secret dreams, etc.) and **LEAVES**: things about you that are readily visible (hobbies, demographic information, important people in your life, distinguishable personal traits, favorite music, things you do well, etc.) Have members share and describe their trees to the group.

BEACH BALL

Get a beach ball and write questions all over the ball. Then, get the group together in a circle. Throw the ball to someone and the first question they see they must answer. Then that person passes the ball and the game continues. You can add in that people need to say the name of the person they are throwing it to in order to learn names better.

This list is a compilation of teambuilder lists from and individual memories of many different people. For this reason, no citation is available.

Helpful Hints for Successful Team Builders

- Use Humor and Be Excited!
- Make it personal by letting the group know about you.
- Allow for spontaneity.
- Call the students by name.
- Be Inclusive.
- Be considerate of weather conditions.
- Change the team builders once in a while to make things more interesting.
- Practice unfamiliar exercises ahead of time.
- Don't ever force an individual to participate if he or she is reluctant or uncomfortable.
- Ask students for help if you need it.
- Make sure you allow ample time for the exercise but keep in control of the group.
- Take suggestions from others who have facilitated the actual team builder.

Team Builder Rules

- Never just say find a partner.
- Mix the team builders up, do some "physical" ones, and some mental ones. Not everyone has the same strengths.

Team Builder Levels

There are three levels of teambuilding. As you are selecting a team builder to do, make certain that it fits into the level of activity that you are trying to do. Do not try to do an intermediate or advanced team builder in your first meeting! Each time a Team builder is used, it should have a purpose.

- **Basic** – Should be done early on when the group is still trying to get to know each other.
- **Intermediate** – Should be done after a day or so when the group has warmed up to each other and is comfortable with sharing more information with each other. Some of these icebreakers are also more physical so keep that in mind.
- **Advanced** – Should only be done with groups who are really comfortable with each other. These activities are really deep and reveal very deep thoughts from the participants.

The following team builders are arranged by levels, which should make your job easy! Have Fun!

Basic

Arch Ball – Players (10-30) are divided into two equal teams. Each team forms a line, one in front of the other, about arms distance apart. The ball starts in the front and must be passed over the head to the back of the line. When the last person receives the ball, he/she must run with it to the front of the line and continue passing the ball. The first team to return the ball to the original lineup wins.

Cocktail Party – Put names of famous people character, (alive or dead-fictional or real) on nametags. Put one on everyone's back. The object is to guess whom you are by mingling around and asking Yes or No questions. (Examples: Hillary Clinton, Bugs Bunny, Ghandi)

- **Famous Pairs** – This is a variation of Cocktail party and is a great way to pair people up. The only difference is that all the names are famous pairs (alive or dead-fictional or real) and after they figure out who they are they have to find their partner.
- Cocktail party can also be modified to group people into larger groups, just use larger topics. (Like, Fast food restaurants, Disney Characters, Cast of Friends, etc).

Comic Strip Chaos – Each participant takes a turn at picking a comic frame out of a large container. After the entire group has each chosen one, the participants begin to search for others with the same comic strip sequence. After the participants have found everyone in their group, they must arrange themselves so that the sequence of frames are in chronological order to form the comic strip correctly. Upon completion of sequence, the newly formed group sits down together.

Count Off – Ask the group to count to 20 without pre-planning who is going to say each number. There is a catch, there are no verbal or signals allowed, and the group must do it without any two people saying the same number. See how fast they can do it!

Creative Name Tags – Give everyone 15 minutes to make their own nametag. They can list hobbies, draw a picture; give a self-profile, etc.

Group Juggling – Have participants stand in a circle. The leader tosses a ball to the person across the circle saying his/her name, and then puts their hands behind their back. This repeats until

everyone has been tossed the ball and had their name said. The leader throws the ball again to the same person, and everyone must throw the ball in the same pattern as the first time, calling out the person's name and throwing the ball. Each time the ball returns to the leader another ball is added in. Continue adding balls and see how far the group can get without messing up. This can be tried nonverbally if everyone knows each other's names, and other objects in addition to balls may be used.

- **Warp Speed** – The group starts in a circle formation. Warp Speed has the same beginning as Group Juggling. Instead of adding objects, the group must comprise a way of moving the object in the same name pattern under time constraints. Let the group come up with the time constraint. The object is to move the ball (or whatever) through EVERYONE'S hands as fast as possible. One person cannot hold onto the object at all time.

Hometown – Post a large outline of Colorado (or the country) on the wall. Leave border space for those born outside the USA. Have participants put their hometown and first name on the map.

Then ask them to share about their hometown and how they decided to go to Purdue University.

Hum That Tune - Each person in the group is given a small piece of paper with the name of a nursery rhyme or other song written on the paper. (i.e. "Row, row, row, your boat," "Rock-a-bye baby," etc.) All of the people who are given the song must hum that tune and find everyone else singing the song. They then form a group.

Human Bingo – Before the meeting, make a bingo matrix and at the top of each square put something that someone in the group might have done – for example, is from a state other than Indiana, gone scuba diving, played a sport in high school. Everyone gets a copy and is asked to circulate, getting other group members to sign on square that is true of them. The first person to get "bingo" wins the prize (a candy bar or some other small thing).

Human Scavenger Hunt - The paper will have a series of questions on it (in a bingo format-in squares). Participants are required to find another participant who can answer "yes" to a question. They must have that person sign their name within the square. The object is to meet as many people as you can and fill a "BINGO!" (A complete line either horizontally, vertically, or diagonally). You can only use each participant once. Note: the center circle should be a freebie. Here are some examples:

- Knows the zodiac sign
- From a northern state
- Knows when Martin Luther King's birthday is
- Member of a sorority or fraternity
- Has been a competitive athlete
- Has traveled abroad
- Knows how to polka

Ice Cubes - Divide the players into two equal teams. At a starting signal, each team picks up an ice cube and tries to melt it as quickly as possible. Players can rub it between their hands or against their clothes, but they may NOT have it in their mouths. While they are trying to melt the ice cube, it should be passed around the team frequently. No player should keep it for more than a few seconds at a time. Players should keep it off the ground too. The first team that melts its ice cube wins. On a really hot day you may want to play more than one round of this one!

Introductions with a Twist – The master plan of this icebreaker is to give people an opportunity to learn something silly about each other and to divulge something personal about themselves. As a kick-off to the meeting, everyone is asked to introduce themselves by telling something informative (name), something silly (where you'd be if you could be anywhere right now, your favorite dessert), and something reflective (what you hope to get out of this meeting/BGR/college). Facilitators should, during the rest of the meeting, spontaneously recall specific things people said as a way maintaining humor and giving members opportunities to connect.

Line-Ups

- **Alphabetic by Last Name** - Explain to the group that this is a nonverbal exercise. The group is to form a single straight line alphabetically by last name. For example, people whose last names start with A will be at the beginning of the line, last names that start with Z are at the end. Persons with the same last name share the same place in line. You must communicate nonverbally (no lip-reading or spelling in the dirt allowed). When the line is completed, each person will shout out his/her last name starting with the A's.
- **Alphabetic by Middle Name** - Explain to the group that this is a nonverbal exercise. The group is to form a single straight line alphabetically by middle name. For example, people whose middle names start with A will be at the beginning of the line, middle names that start with Z are at the end. Persons with the same middle name share the same place in line. You must communicate nonverbally (no lip-reading or spelling in the dirt allowed). When the line is completed, each person will shout out his/her middle name starting with the A's.
- **Birthdays Line-up** – Explain to the group that this is a nonverbal exercise. The group is to form a single straight line, according to birthdays. For example, person with January

birthdays will be at the beginning of the line, earliest birthdays at the end. Persons with the same birthday share the same place in line. You must communicate nonverbally (no lip-reading or spelling in the dirt allowed). When the line is completed, each person will shout out his/her birthday, starting with January.

- **Blindfold Line-up** – Ask the group to close their eyes and keep them closed for the remainder of the game (if they feel comfortable). You may also use blindfolds. In the bumpers position for protection, ask the group to mill around without talking. After 10-15 seconds, ask them to stop and put their hands down. Assign each person a number by tapping them on the shoulder and saying the number at the same time. Then tell them to line themselves up by number without talking or opening their eyes.
- **Height Line-up** – Ask participants to close their eyes (if they feel comfortable). Without opening their eyes, they group is asked to arrange themselves by height in a straight line. They may choose to arrange by feeling height or some say their height out loud. The only restriction is that they may not open their eyes.
- **Shoe Sort**

Lollipop – Pass out lollipops to the group. For every letter that appears in the flavor, the participant has to share something about him/her with the group.

M&M Swap - Have the group form a circle standing up. After everyone is given a plastic spoon, the first player is given four or five M&M's to hold in his/her spoon. Everyone must put the spoon into their mouths holding the handle between their teeth with the scoop of the spoon facing up. The group must pass the M&M's from the first person to the last without using their hands. The object is to get ALL of the M&M's to the end, without dropping any.

Make A Date – Give each participant a paper plate. Have them draw the face of a clock on their plate with a line next to each number (no digitals!). Then have participants walk around to find a "date" for each hour, writing their name by the hour. The catch is, no one can make a "date" with more than one person per hour. After everyone has made their dates, speed up time and allow 1-3 minutes for each hour. The facilitator then asks a question for discussion on each date. The pairs will have a chance to get to know one another.

Meaningful Musical Chairs – Arrange chairs in scattered pairs, semi-facing each other. Play some upbeat music. Instruct the students that they are to mingle around the room to the music. When the music stops they must find a chair. Beforehand a poster has been displayed listing by number 12 topics for introductory discussion i.e. Home life, Jobs, Hobbies, Favorite person, etc... Now, the facilitator rolls the dice and whatever subject the number corresponds to dictates what topic each pair will discuss (they must introduce themselves to their partner before discussing). When the music begins again they know to get up and mingle waiting for the music to stop and the next round of discussion with someone new to begin.

Motion Name Game - Have everyone stand in a circle. Anyone can begin by saying his/her name and demonstrating a physical motion to go with it. When the person is done, the entire group repeats the name and the motion. Then, the second person who is standing beside the first person to the right or left will introduce him or herself and do a motion. The entire group repeats that name/motion and then the first name/motion. This will continue until each person has given their name and done their motion, and the entire group has repeated everyone's name and motions.

- **Line Dance** - This is best if the group has 10+ members. Everyone lines up shoulder to shoulder. One member starts off the game by doing a motion across the line to the other end of the line and saying his/her name at the same time. The group responds by saying, "Hi _____!" The game continues as each member goes across to the other end of the line. Once that is complete, the group pairs off with the person next to them and they do a motion together and say both of their names to get to the other end. The group goes in twos until this is complete. The group works together to pick out a motion and should say each name as they get to the other end. The game continues until the whole group is working together. This is a good game to show the power of individuals coming together as a team.

Name Games - Go around the circle, one person states their name and a/an _____ that starts with the same letter. The next person repeats their name and adds theirs. (Continue until you've gone around the circle (it's hard for the last person)). You may want to have the first person go at the very end – and even have people move around.

Suggestions to fill in the blank are listed below:

- Adjectives
- Animals
- Favorite Hobby
- Food
- Movies/Music/TV Shows
- **Blankets Name Game** – Have your group divide itself into two groups. Tell them to sit on the floor facing each other. Hold up a blanket between the groups so that each team cannot see the other. A member of each team is quietly selected to move up on the blanket. On the count of three, drop the blanket so that each of the selected members is

facing each other. Whoever says the other person's name first, wins. Whoever loses, goes to the other team.

Poetry In Motion – Instruct each person to write a poem about him or herself. It must include his/her name and something about him/her, and must be a minimum of four lines. Each person reads his/her poem to the group as a way to introduce his or her self.

Putting the Pieces Together – Cut one large square (about 8 in. x 8 in.) out of colored cardboard for each student. Cut each square into 8 smaller pieces of various shapes (rectangles, triangles, pentagons, etc.) Each square should be unique. Divide the group into groups of 5 and give each group the scrambled pieces for 5 of the squares. Each member of the group must be given 8 pieces. Their job is to put the squares together again without talking. Participants cannot ask for someone else's piece. They can only take another participant's piece without asking and give that participant one of theirs. Participants continue giving and taking pieces until everyone in the group has made a square. This should take about 5-10 minutes. When they finish they can talk about what they just did. If the activity is successful and moving along quickly enough, have groups swap squares and repeat the activity.

Puzzles – Make a giant jigsaw puzzle and give everyone a piece. Have them work together to put it together. To make it more challenging, you can have several puzzles, pictures on either sides, or pieces that fit more than one place.

Scissors – Split the group into small groups of any number you would like and have each group sit in a circle. The first person starts by turning to the person to his/her right and saying, "I am passing these scissors to you..." (And they fill in either "crossed" or "open.") The phrase they choose to end with depends on whether their legs are crossed or open. They can do whatever they want with the scissors in terms of how they pass them to the person next to them. The person who is receiving the scissors must, "I am receiving these scissors..." (The ending should reflect how the person before had his/her legs positioned – NOT how they passed the scissors.) Game continues around the circle...play until everyone has figured out the game. NOTE: Participants can get easily frustrated if they cannot figure out the game...be patient and encouraging.

- **Bang! Bang!** – A variation on "Scissors." One-person starts by saying (in a rather dramatic way and in any version of these words he/she would like), "Bang, click, click, click, bang, click, bang! Who's dead?" (The person can pretend to shoot an individual or individuals if they would like.) The group must figure out who is dead. The person who is dead is the FIRST person who speaks following the "dramatic" act. It may take the group some time to figure out how the game works, so be patient and encouraging. Game continues until everyone figures it out.

Self-Introduction Exercise – The objective of this exercise is for members of the team to become acquainted with one another to work more effectively as a team. Each individual needs to complete the paragraph below and then, if they feel comfortable disclosing, may be asked to share answers with the rest of the group.

Seven Elevens – Have group get into a circle on the floor. A volunteer from the circle will start the game by saying, "one." The person to his or her right counts off the next number loud enough so everyone can hear him/her. The game continues around the circle until the number "seven," a multiple of seven (14,21,28,35,etc.), "eleven, or a multiple of eleven (22,33,44, etc) comes up. The individual who has that number will nod their head instead of saying the number aloud. When that person nods his/her head, the game continues in the opposite direction around the circle. If a mistake is made, the game restarts with that person.

Shoe Factory – Have the group stand in a large circle shoulder to shoulder. Then have everyone remove their shoes and put them in the center. After the group has formed a pile with their shoes, the leader has everyone choose two different shoes other than their own. They should put them on their feet (halfway if they are too small). The group then needs to successfully match the shoes and put them in proper pairs by standing next to the individual wearing the other shoe. This will probably result in a tangled mess – and lots of giggles!

Shoe Game – Have the group stand in a large circle shoulder to shoulder. Then have everyone remove their shoes, tie them together, and place them in the center. Have one volunteer choose a pair of shoes other than their own and make one statement about the owner of the shoes (i.e. "The owner of these shoes must be very thrifty and economical to wear shoes in this condition!"). The owner of the shoes then comes forward, introduces him/herself, and picks out another pair of shoes to introduce. Game continues until all participants have introduced themselves.

Slaps – The group begins by lying on their stomach in a circle with their heads facing the middle of the circle. Every participant's right arm goes underneath the left arm of the person to his or her right. The left arm should be over the right arm of the person on the left. One person will be designated to start by slapping the ground once with one of their hands. The person whose hand is to the right will do the same and so on counterclockwise. If someone decides to slap the ground twice, the direction will reverse. If a hand messes up by hesitating too long, slaps prematurely or out of order, that hand is out of the game. Once a person has lost both hands they are out of the game. The game ends when there are only two people remaining.

Story Time – The facilitator starts a story by saying a sentence. It then goes in a circle, each person adding a sentence onto the story-after repeating each sentence that's already been added.

String Game – Participants select pre-cut lengths of string from the group facilitator. Each member holds the string between his/her thumb and forefinger. For each "wrap" of the string around the finger, participants must share one thing about themselves.

Think Fast

Toilet Paper Game – Get a roll of toilet paper and explain to your group that they are going camping and need to take as much toilet paper as they think they may need for a three-day trip. Once everyone has an ample supply, explain to the group that for every square in their possession, they must share something about themselves. NOTE: If anyone knows the activity, ask him or her not to give away the secret under any circumstances.

Where Ya From? – In a room (or set space indicate north, south, east and west. This center represents the center. Have people move to the spot in the room that would be the location of where they came from. Link up with other people in your geographical area and do intros and where you are from.

Zoomie-Zoomie – The rhythm for the game is slap, slap (on the knees), snap, and snap (one on each hand (right, then left)). Group sits in a circle. One person is designated as the leader, the "zoomie-zoomie," and he/she sets the pace. The object of the game is to get the leader's spot. The leader begins the rhythm, and on one set of snaps says his/her name on the first and someone else's on the second (the names MUST always be said on the two snaps). The person whose name is said must respond on the next set of slaps and snaps by saying his/her own name and then someone else's. If the player does it correctly, the game continues. If the player does not do it quickly enough, that player must move to the seat to the right of the leader, and the seat to the right of the leader, and the rest of the group moves up a seat (toward the leader's spot) to fill in the seats. Game continues until group has learned names well. The pace can be as fast as desired.

Intermediate

All Aboard – The object of the game is to get all of the people in the group onto the board. (You can either use a poster board or a wood board, etc). Everyone must have at least one foot on the board. HINT: Try not to give solutions, but tell them to listen to other's ideas. You may enlarge or decrease the size of the board, depending on degree of challenge you would like.

Artist, Clay, Model

Balloons Over and Under – A single line is formed with one person behind another. Four or five balloons filled with water are placed in front of the first person. One by one, the first person takes each balloon and passes it over their head to the person behind them. That individual passes it under their legs to the next person; the next passes it over their head, and so on. When the balloons get to the last person, they run to the front of the line and pass it over their head. Adventurous groups can choose to toss the balloon over their head and hike it (toss it) between their legs. Play continues until group reaches the destination line. Note: When playing water balloon games in hot places, balloons will burst all by themselves if left in the hot sun. Put them in a bucket of water to keep them in better shape.

Bird Hunter – One player is the "hunter" and the others are "birds." The hunter throws a ball at the birds, which may run freely about within the boundaries determined by the players before the start of the game. When the birds are hit with the ball, they become dogs and help the hunter by recovering and throwing the ball to him. The hunter is the only one that may hit the birds. The last bird to be hit becomes the hunter for the next game. Hint: To distinguish between dogs and birds, have dogs get down on all fours and crawl; make birds flap wings.

The Brady Bunch - Divide the students into groups. Give each group a copy of the Brady Bunch theme song. Each group should be assigned a different type of music. The groups then have to perform the Brady Bunch theme song with choreography to the specific type of music. If you want to have them introduce themselves, they can even take on the personality of the Bradys'. Give each group approximately five minutes to prepare. You can have the rest of the students try to guess what type of music is being performed.

Here's a story of a lovely lady who was bringing up three very lovely girls all of them had hair of gold, like their mother, the youngest one in curls.

Here's a story of a man named Brady who was busy with three boys of his own they were four men living all together yet they were all alone.

Until one day when the lady met this fellow and they knew that it was much more than a hunch.

Then this group must somehow be a family and that's the way all we became

the Brady Bunch

the Brady Bunch

the Brady Bunch

that's the way we became the Brady Bunch.

Types of Music

Opera	Punk	Heavy Metal	R&B
Country	Rap	Reggae	Jazz
Classical	Show Tunes	Grunge	Top 40/Pop

Capture the Flag – The playing area is divided in half; at each right-hand rear corner is a rectangle that is known as the jail or prison (you could also use a goal if on a soccer field). The group is divided into two teams. Each team should decide where to place their flag (a towel, shirt, or whatever) on their side of the field. The object of the game is to get the other team's flag. Once the game is started, anyone who steps over the center line into the opponent's half is eligible to be caught and taken to prison. A player must get through the enemy's lines without being tagged. Prisoners may be rescued by teammates who get through enemy lines without being tagged and can touch the prisoner's hand. (The prisoners can line themselves up by holding hands and stretching toward the centerline as long as one person is still holding the goal or in the jail area.) If rescued, both the prisoner(s) and the rescuer must walk back to their own side with their arms up. To win the game, a player must get the flag back across the mid-line of the playing area. If a player has the flag and gets tagged, the flag can either go back to where it was, or be dropped where the person got tagged. That player goes to jail. Teams may have only one person protecting the flag.

Cat and Mouse - Before the game begins designate one player as the "cat" and another player as the "mouse." The rest of the players should join hands and form a circle around the mouse, while the cat remains outside the circle. The mouse starts the game by darting outside the circle and around the players. The cat must try to tag the mouse while standing on the outside of the circle. The players may lift their arms over the mouse's head in order to help him/her. Likewise, the cat will try to block the cat. When the cat finally tags the mouse, the mouse becomes the new cat, the cat joins the circle, and another player becomes the mouse.

Catch Me if You Can – Players should be paired up. All players divide into two lines (facing in) shoulder to shoulder, with partners facing each other. Participants should be given approximately 30 seconds to look at their partners, taking in all details about the individual. The leader then instructs the two lines to turn and face away from the center. One or both lines have 15-20 seconds to change something about their appearance (i.e. change a watch to different wrists, unbutton a button, remove a belt, etc.). The change must be discrete, but visible to the partner. The players again turn in to face each other and have 30 seconds to discover the physical changes that have been made.

Catching the Snake's Tail - A fish is formed with all the students holding hands in a line. One end is the head and the other is the tail. The head tries to catch the tail while the tail tries to escape. Let participants know that they should not break their grip. A variation is to have more than one group and have the heads of the groups chasing the tails of the other groups.

Chubby Bunny – This activity starts by one group member volunteering to stuff their mouth full of marshmallows. The leader will give the volunteer one marshmallow at a time. Without swallowing, the volunteer will place the marshmallows in their mouth one by one. Between each marshmallow placed in the mouth, the person must successfully say, "Chubby bunny!"

Circle Within a Circle - Divide your group into two equal groups. One of the two groups forms a tight circle facing away from the center of the circle. The other group then forms a circle outside of the previously formed circle. The members of this circle are then facing the members of the first circle. Each person should be standing across from someone. Thus, each person has a partner. You as the leader then read off a question that the pairs of inner and outer circle people should discuss. After about one minute the outer circle people move one to the right and you then read a new question. Repeat until the outer circle people are across from their original inner circle partners. Questions you can use include:

- What is your favorite place in your parent's home?
- If I could order any magazine, I would choose...
- On whom did you have your first crush?

- My favorite time of the year is...
- When I make a mistake, I...
- One person I would like to visit is...
- I like to in my spare time.
- If could have any job, I would...
- I am really good at...
- My favorite movie is...
- The best trip I ever had was...
- One thing about me that I would like to change is...
- The best compliment I ever received was...
- My favorite meal is...
- What do you do to relax?
- Who is your favorite movie star?
- One thing I excelled in at high school is...
- I have never...

Clam Free - Start by defining the boundaries of the playing field. One person volunteers to be the "nuclear reactor" and activates him/herself with a Frisbee or nerf ball, preferably day-glo. The rest of the participants are clams and signify that by being as happy as possible. The object of the game is for the nuclear reactor to contaminate all of the clams by tagging them with the day-glo device. Once contaminated, the clams become frozen in place. As the reactor chases and tags the clams, it would appear that doomsday is just around the corner- at least for the no longer very happy clams that are getting zapped one after another. There is hope, however. A frozen clam can be defrosted if two mobile clams manage to link hands around him/her in a clamshell alliance and shout "Clam free!" Even better, if seven clams can manage to link up in a circle and count to ten, then the nuclear reactor is shut down forever.

Coin Toss - Divide into 2 lines sitting, facing each other. Hold hands. The two front people watch a coin being tossed. If it's head, they should squeeze and pass the squeeze down the line. When it gets to the end of the last person raises their hand. It's a race. Tails does nothing.

Commonalities - Get in groups of 4 or 5. They have 2 minutes to come up with as many things as they can that they have in common. It needs to be unique to this particular group, and not just things that everyone has in common (Like, "We all breath"). The more unique things (like, "we all have a sister named Julie") are the better. If groups come with the same item, they both cross if off and it doesn't count. As facilitator, you are final judge about what counts and what doesn't. You can decide that especially that especially good ones get double points.

Confusion - Give each participant a sheet with various tasks and ask them to complete it when you say, "GO!" Here is a sample:

- Get someone to do five push-ups and sign here.
- Stand on one foot with your arms outstretched for 20 seconds.
- Have someone time you and sign here.
- Leap frog over someone 5 times.
- Get someone to whisper the pledge of allegiance and sign here.
- Play "Ring around the Rosy" with two other people and have them sign here
- Get someone to recite a nursery rhyme.
- Shake hands with someone you do not know and continue holding hands while debating the merits of your favorite ice cream flavor.
- Have someone teach you a dance step (even if they make it up).

First person to complete the entire sheet, wins.

Crows and Cranes - Players are divided into two teams. Mark two safety lines not more than 40 feet from center. Midway between the safety lines, form players in two teams facing the leader. The lines of players are about 5 feet apart. One line is "crows," the other is "cranes." When the leader calls "Crows," the crows run for their safety line, attempting to reach it before the cranes can tag them. If the leader calls "crawfish" no one runs. The leader should use deception and precede his call with a "crr" sound, so players will not know what is going on. Each team receives a point for every member of the opposite team tagged before that team reaches safety. Each team loses a point for every one of its people running in the wrong direction or running on the call "crawfish."

Dizzy Izzy - Split the group into 2 teams. Have them line up so they are about forty feet from the bat, which is lying on the ground. There should be one bat and one spotter for each team. When the game begins, the first person in each line must run to the bat, pick it up, place one end on the ground, bend over so their head is near or on the bat, and spin around 5-10 times. They must then run back toward their group and tag the next person's hand in line. The entire group must complete the task. The first team done wins.

Do You Love Your Neighbor? - The group stands in a circle with room in the center. (Best if played with group of 20 or more.) One person begins in the circle and says to an individual in the group, "_____, do you love your neighbor?" The individual pointed out can either say, "Yes I love my neighbors _____ and _____, but I REALLY love people _____ (wearing green, from

IN, etc)" or "No, I do not love my neighbors _____ and _____." If the individual uses the first phrase, all members of the group with that characteristic must find a new spot in the circle at least three spaces from where they are standing. The person with no space (last person remaining) becomes the caller. If the individual uses the second phrase, his/her two "neighbors" must switch places with one another. The group members move in quickly to "lose" their spaces. The last of the two becomes the caller.

Egg/Balloon Toss - Split the group into two teams. Have all of the members of each team spread out so they are about ten feet away, but still in a straight line. The first person in each line tosses an egg or balloon to the second, who will catch it and pass it on. If the balloon or egg breaks, the group must begin again with a new balloon or egg.

Egg Drop - Participants are given small, miscellaneous objects (string, paper clips, tape, pencils) and several raw eggs per group. The task is to drop an egg from as high as possible without having the egg break. The objects can be used to help protect the egg from the fall.

Evolution - It is essential that every group member knows how to play "Rock, Paper, Scissors." Everyone starts out as an egg, and waddles around going "Whobble, Whobble!" When an egg finds another egg, they play "Rock, Paper, Scissors." The winner will evolve to a chicken, and hop around making chicken noises until they find another chicken to play "Rock, Paper, Scissors." The loser will become an egg again; an egg is the lowest species once can be. The winner of the chickens will become a dinosaur. The dinosaurs walk around repeating, "Auh, Auh!" The winner of the dinosaur match becomes an ultimate being. Ultimate beings walk around with their arms in the air repeating, "Ultimate being, ultimate being!" The loser of the dinosaur match becomes a chicken again. Once an ultimate being has won his/her final match up, they are out of the game, or may continue to try their luck.

Ha! - Have the group lie on the ground or floor. Position each to lie their head on another's tummy. One of the end people will start. The one that starts say one "HA!" The person that has his/her head on their tummy goes next and says, "HA HA!" With each person, add one "HA!" If there are 30 people, then the last person should say 30 "HA!'s"

Hula-Hoop Pass - Have everyone stand in a circle and join hands. Pick one person to start and on each of their arms place a hula-hoop, one slightly smaller than the other if possible. Have the group pass the hula-hoops completely around the circle so that the hula-hoops end up on opposite arms of the person you began with. No one can unlink his or her hands throughout the process.

Human Knot

Human Machines - Have groups of 6 to 8 people each create a machine out of humans by imitating the appearance and action of the machine. Examples include becoming a blender, toaster, lawn mower, copy machine, lamp, or washing machine

Human Taco - Stick labeled note card (with taco ingredient) on the back of everyone's shirt. (i.e. the word meat printed on a note card) Have each player mingle around asking yes/no questions to find out the taco ingredient that is on their back. Explain the correct order of ingredients in a Human Taco shell, meat, cheese, lettuce, tomato, salsa and then give the start command. "I'm hungry! Let's eat! Run for the Border!" Each individual must find out which ingredient they are and then find enough to form a complete Human Taco.

I Love You, Baby! - Have everyone sit in circle. The "it" player approaches one person and says "I love you, baby." The player must respond by saying, "I love you baby, but I just can't smile." If that player smiles while speaking these words, he/she becomes "it." If the player does not smile, "it" must approach a new person until "it" makes someone smile. "It" is not allowed to touch a player as he/she speaks, but anything else is fair play. This is a funny one, but make sure participants feel comfortable with one another first!

Jolly Green Giant - This game is very similar to Sharks and Minnows. Two lines need to be established about forty yards apart. Everyone starts from behind one of the lines. Two group members are chosen to be giants. The giants stand between the lines. When the giants say, "Jolly Green Giant," the rest of the group runs to the other line trying to avoid being tagged. If a group member gets tagged, they become sprouts. Sprouts go down on their knees, and they can tag others with their hands, but they cannot move from their permanent position. The giants continue repeating "Jolly Green Giant," until the remaining are at the appropriate end. The last two to avoid being tagged become the giants in the next game.

Killer - Everybody will start close together with their eyes closed and thumbs up. The leader will squeeze the thumb of one group member. That group member is the "killer." With eyes still closed, the killer will squeeze the thumb of another group member twice. That group member becomes the sheriff. Once the two positions have been established, everyone can open their eyes. Nobody should know who is the sheriff or the killer. Everyone begins walking around, making eye contact with everyone else. The object of the game is for the killer to kill everyone without getting caught. The killer does his/her kill by winking one eye at someone. If the killer winks, that person that was winked at is dead. Anyone killed by the killer must count to twenty and only the sheriff may guess who the killer is. The killer also can kill the sheriff. If the sheriff's guess is correct, he/she wins. If they guess wrong, they immediately die, and the killer wins.

Lemonade - Divide the players into two teams. Have the teams line up at opposite sides of a playing area, which is clearly defined before play begins. One team is selected to go first. The members huddle and secretly choose two things: a place to be from (any city, state, or country) and some action to perform (washing dishes, playing basketball, painting a picture, etc.) The 'acting' team moves to the center of the playing area, saying, "Here we come!" The other team asks, "Where from?" The first team replies with the place they have chosen. The second team then asks, "What's your trade?" and the first team replies, "Lemonade!" After the first team says, "Lemonade," they begin to perform the action chosen earlier. The other team tries to identify the activity, yelling out its guesses. When someone on the second team calls out a correct guess, a game of TAG begins. The first team turns and runs back to their starting line as the second team tries to catch them. After both sides have had the chance to act out their trade, the team that has tagged the most players can be declared the winning team.

Listening Skills Drawings - You will need a piece of paper and a writing utensil for each participant. You also will need two different diagrams for each pair. Have partners sit back to back and decide who will be the "listener" and who will be the "talker" first. Each will eventually have a chance to play both roles. Give each "talker" a copy of a diagram. The Listener must sketch what they hear described, and in this round 1, is not allowed to speak or ask questions. This pair is using "one-way communication." There will be 1-2 minutes allotted for this round, or longer if time permits. Partners compare drawings when finished to see how close they came to the original. The second round can begin and partners switch roles, still sitting back to back. The dyad together must try to improve results. In this round 2, the talker gets a different diagram, and the listener can speak and ask questions. After the allotted time has passed, partners would compare results again. Then bring the two groups together to talk about the benefits of both types of communication.

Log Roll - Have the entire group lie down on their stomachs, shoulder to shoulder, forming a straight line. Then the person on the end rolls over everyone's back until they reach the end. Everyone continues to do this until the entire group has rolled over. The first team done first wins.

Paper Plates - Write the numbers 1 through 20 on paper plates and place them on the ground together, but not in order. Tell the group that they are to step on the numbers in numerical order, (1,2,3,4,5...20) as quickly as possible. Time them trying several times and have them try to beat their best scores. The plates cannot be moved from where they are.

Pass the Pebble - All players stand about while one goes around pretending to drop a pebble into the hands of each of the players, who hold their palms together. When the pebble has been completely around the group and has been left in one player's hands, the one who has it slyly slips away and runs for the goal previously determined by the group, and all try to catch him/her. The one who succeeds passes the pebble in the next round. If no one succeeds in catching the player, that player passes the pebble in the next round. **HINT:** Ask players to spread out so no one knows who holds the pebble.

Pirates Gold

Races

- **Balloon Races** - Divide groups into teams of at least 6 people on each team. Each team lines up in a single line and each team member is given a balloon. Each team member puts the balloon between their knees and their hands on the shoulders of the person in front of them the teams race to the finish line, but if anyone on the team drops their arms down or loses their balloon, the whole team must stop, that person goes to the end of the line, and then the team keeps going.
- **Frog Races** - Split the group into two teams. Each person should jump towards the finish line as a frog would and jump back. The next person does the same. First team done wins.
- Rolling Down the Hill Race

Rain - Everyone sits in a circle, shoulder to shoulder. No talking is allowed. The leader starts the exercise and each person joins in when they hear the sound the person to their left is making. The leader starts the exercise by rubbing their palms together. This continues in the circles until it comes back to the leader who then changes the sound (snap fingers, clap hands, slip thighs, stomp feet, and then in reverse order). The sensations created are akin to the sounds of a rainstorm.

Red Rover - Divide the participants into two equal teams. Team members hold hands and face each other with about twenty feet between them. The team that begins will yell, "Red Rover, Red Rover, send _____ (name of player) right over!" The person whose name has been called must leave his/her team and attempt to run THROUGH the other team by breaking through two peoples' hands. If the person is successful, he/she is allowed to go back to join his/her team. If the person was not able to break through, then he/she becomes a member of the opposing team and joins hands with that side. The game ends when time is called. The team with the most players is the winner.

Relays

- **Banana Relay** - In this activity a banana is placed between the knees of the first person, and it must be placed between the next person's knees-without using any hands. If the banana drops, it starts with the first person in line. First team to finish successfully wins.

- **Line Relay**-Divide the group into two equal teams. Designate a starting line and an end line. On the signal, the first person in each line lays down (parallel to line) with arms spread out to side. The next person in line jumps over the first person and lies down, spreading their arms. Fingers must be touching. This continues until the whole team is over the end line. Once a team member is over the end line, they are allowed to stand up and cheer for the remaining teammates.
- **Neck Races**-Split the group into two teams. Have them line up male-female, if possible. Give the person in the front of the line a rounded object (i.e. orange, tennis ball, etc.). The object should be placed under the chin of the first person, and it must be placed under the chin of the next person in line-without using any hands! This pattern continues until the object reaches the end of the line. If the object is dropped, it must be returned to the beginning to start again. The first team to finish successfully wins.
- **Orange Pass/Relay** – Break into groups of 6 to 10 people. Have them form rows standing one behind the other. The leader begins with an orange under their neck. The object of the game is to pass the orange down the row as quickly as possible without using any hands. If the orange is dropped, that team must start over.
- **Posture Relay** – Two teams line up side by side. The first person in the line runs up and around a cone and back with a beanbag on his/her head. He/she then hands off the beanbag to the next person in line and so on. The bag cannot be held with one's hands. The game ends when one team completes the relay. That team wins.
- **Toilet Paper Relay** – Split the participants into as many teams as you want. There should probably be at least four on each team. Give each team a roll of toilet paper. When the whistle sounds, the first member of the relay team places the roll of toilet paper on the ground and begins rolling it out along the floor. If the paper rips, they have to discard the ripped piece and go back to where they started. When that person gets to his/her teammates on the other side, the teammate must begin to roll the toilet paper back up again. This goes on and on, back and forth until one team finishes.
- **Tunnel Relay** - Each team stands in a single line (players one yard behind each other with feet apart). At the signal, the first player of each team rolls the ball between their legs so that it passes through the legs of the other players on their team and is caught by the player at the end of the line. The player then runs with the ball to the front of the line, and repeats the procedure. The game ends when the first player of one team has again reached the top of the line. If the ball rolls out on one side of the tunnel, it must be brought back to the same place, and rolled to the end. NOTE: You can vary the game by having players run to front of line with the ball between their legs, or by pushing the ball with their head, on their hands and knees.

Rock, Paper, Scissors – This activity is great for a larger group. Two Teams meet face to face in a line and do Rock, Papers, and Scissors. The loser is chased and if tagged before they cross the safe line, they go to the other team.

- **Giants, Wizards, and Elves** – The group is split up into two equal groups. Each of the two groups will huddle up away from the other group. As a group, they will decide to be a giant, wizard, or elf. Once the groups have decided on a group identity, the two groups will line up parallel to one another in the middle of a squared off area. On the leader's count of three, the two groups will show the other group their chosen identity. A "giant" stands nice and tall with their arms over their heads and growls. A "wizard" slightly bends at the knees with their arms out in front saying, "ZAP, ZAP, ZAP!" An elf bends totally at the knees, and with their hands, they make a pointed ears and elf noises (your choice). A giant beats an elf; a wizard beats a giant; and an elf beats a wizard (similar to Rock, Paper, Scissors). The team with the more powerful identity will chase the other group. Anyone tagged before crossing the coned line will join the other team. Anyone not tagged will remain on the same side. In the event of a tie the groups will decide on a new identity. Note: To save time in the event of a tie, it is good idea to have groups think of an alternative identity.

Rope Square – Get a large amount of rope (about 40 feet) and tie the ends together so that it is a circle. Blindfold all the participants. Have everyone hold on to the rope and tell them that they need to work together to make the rope into a square. If the group is having difficulty, one or two people can be un-blindfolded to assist, but they are not permitted to talk. To make it more challenging, the rope can be criss-crossed between them rather than having them start out in a circle.

Silent Sorting

Sing Down – Teams are created of anywhere from three to ten in a group. The leader will give the groups a word (i.e. love, boy, dance, etc.), and give the teams one minute to think of as many songs as they can with that word in it. Once the minute has passed, one team begins by singing a part of a song with that word in it. All team members must sing it. The other team then responds.

NO SONGS MAY REPEAT. The group, who has the most songs, wins. The process then can be repeated with another word.

Solemn and Silent - The instructor will explain that this exercise will take self-control. Members pair back to back. On the count of three, everyone must face their partner, look each other in the eyes, and then try to remain solemn and serious. No speaking! The first to smile or laugh must sit down. All who remain standing then take a new partner and the activity continues until only one person has not smiled or laughed. (Second round of playing can involve two teams competing to outlast each other.) If you get a pair at the end who are both keeping a straight face, the rest of the group can act as hecklers to disrupt them.

Spud - One person is picked to be it. All of the other participants are given numbers. The person who is it will throw the ball into the air and call a number. The person who's number was just called scrambles to retrieve the ball, while the others scatter about. As soon as the person whose number was called retrieves the ball, he/she shouts, "Stop!" Everyone must freeze in their places while the person with the ball is allowed to take three steps and throw the ball at whomever they think they can hit. The person who is hit by the ball is then it, and gets a letter (S-P-U-D). The whole cycle starts over again. If one person gets all four letters (S-P-U-D), that person is eliminated from the game.

Stand Up - Have the two people sit on the ground with their feet pushed up next to each other firmly. The two people grab hands in the middle and pull each other up so that both are standing. When everyone has accomplished this successfully. Have two groups combine and do the activity again, this time with four people. Keep combining groups until everyone who is participating is in one group and does it together.

Stinger - Have the group form a circle and close their eyes. Facilitator circles the group and selects a "stinger" by squeezing an individual's shoulder. The group then opens their eyes and spends time introducing themselves to others while shaking hands (and trying to spot the stinger). The stinger tries to eliminate everyone without getting caught. The stinger strikes by injecting poison with their index finger, while shaking hands. A person stung may not die until at least five seconds after they are stung. They more dramatic the death, the better! When someone thinks they have discovered who the stinger is, they may announce that they know. If they get a "second" from someone else in the group within 10 seconds, they too of them may make an accusation. If the person does not get a second, he/she must wait to challenge again, after another person dies. If another person does step forward to second the challenges, both point to who they think is the stinger on a count to three. If they do not point to the same person, or they both point to the wrong person, they both are automatically dead. If they select the correct person, the stinger is dead and the game is over.

Tag

- **Balloon Tag** - Tie strings to balloons and then tie one balloon to each person's ankle. It's everyone for them selves in this activity. The object of this game is to pop everyone else's balloons while making sure that yours does not get popped. Once your balloon is popped, you are out of the game.
- **Blob Tag** - This is a great game to play with other groups. First establish the boundaries and pick one person who wants to be "it." This person is beginning the "blob." That person now chases people and everyone that he/she tags grabs onto the person that is "it." As more and more people are tagged, the blob will get bigger and bigger as you can split into smaller "blobs" if you wish. The last person to get tagged is the winner.
- **Clothes Pin Tag** - Give each player four clothespins. Each player tries to get rid of the pins by attaching them to the other players' clothing. A player's four pins must end up on four separate players.
- **Elbow Tag** - Everyone gets a partner and hooks elbows. The pairs spread out around the designated playing area. Two individuals are chosen to be it. One will be the chaser, the other being chased. The person being chased may hook elbows with any pair at any time. The member of the pair at the opposite end of where the chases hook is now being chased. If the chaser catches the chatee, the chatee spins around three times and becomes the new chaser. The previous chaser now becomes the chatee. Note: A time restraint may be needed to prevent limited participation from the rest of the group.
- **Freeze Tag** - This is played just like tag except that once you have been tagged you are frozen. The only way to get unfrozen is to have someone go under your legs. To make the game harder, have more than one person be "it."
- **Guard The Bone**-This game is played in groups of four. One person is the dog and sits on his/her hands and knees. The dog must protect a towel or shirt, which is placed underneath him. The other people, also on their hands and knees, must try to get the towel. If they do, they become the dog. If the dog tags them before they get the towel, they are "out" until the next game.
- **Hill Dill**-The person who is "it" stands in the center of the play area while the other players stand behind one of the goal lines marked across the ends of the play area. Half of the players stand on one side of the play area and the other half stands on the other side. The

person who is "it" call out "Hill Dill, come over the hill!" On this signal the players run across the center to the opposite side. The person who is "it" tries to tag them. The players who are tagged go to the center and help tag the remaining players. The game is played until one person is left. Hint: Place the goal lines 40' apart.

- **Kabaddi**-Any playing area can be used with boundaries set and a center line created. Two teams are created. Each team is on one half of the playing area. The game is started by one player from only one team running across the mid-court line trying to tag as many players on the opposite team as possible while yelling the word "kabaddi" (cubbedy) repeatedly in one breath. All those tagged now belong to the other team. Once the player loses his/her breath though, he may be tagged. If this happens, the player then is on the opposite team and all those tagged remain on the same team. Players take turns running to the other side.
- **Line Push Tag**-One person is "it" and one is "not it." The rest of the group lines up in a straight line shoulder to shoulder. The chaser tries to tag the chassee. If the chassee does not want to be chased any longer, he/she can change places with a person in the line by coming from behind and GENTLY pushing that person forward out of the line. That person becomes the new chassee. If the chaser tags the chassee, they switch roles. Participants may not cut through the line at any time during the game.
- **Loose Caboose**-Groups (trains of 3 or 4) depending upon the size of the group are made up with the individuals lining up behind each other forming a train. The game is a tag game. Two people are designated as "it" and two are the "loose caboose." The object of the game is for those who are "it" to tag the players who are the loose caboose. The loose caboose, however, can avoid being tagged by hooking onto the end of the train. Once a player hooks on to the end, the first player in the train then becomes the loose caboose. The train can also try to avoid being hooked onto. Once a player has been tagged, they then become the "it," and the "it" becomes the loose caboose.
- **Partner Tag** – Link arms with a partner. When you are linked, you can't be tagged. One person is it, and another is being chased. That person can link with another pair, and that "unlinks" the 3rd person who is then being chased.
- **Raid**-The leader begins by choosing two "exterminators." Everyone else is an ant. The "exterminators" will be doing the chasing. Once an exterminator has tagged an ant, the ant falls on their back and puts all four limbs facing upward. Four other ants may pick up their hurt buddy by their limbs, and place them on a designated hot spot (i.e. bases or rubber mats). The once dead ant has been resurrected and may continue playing. Note: Any time a live ant is helping a dead ant; the exterminators cannot tag them.
- **Sewing Up the Gap**-The object of this game is to tag the chassee before he/she can "sew up the gap." (All of the gaps between players.) The group stands in a circle leaving room in between each other. The chassee sews up the gaps by weaving in and out among players. When the chassee sews up a gap, those two players join hands and the chassee can no longer run through it. The chassee wants to sew up all of the gaps, before getting tagged, with him/her on the inside of the circle, and the chaser on the outside. If the chaser tags the chassee, the roles are reversed.

The Big Wind Blows - The group starts by sitting in a large circle. There should be some room between each person, but not in abundance. One person will stand in the middle. The person in the middle will say, "The Big Wind Blows for anyone who _____." The middle person will fill in the blank with any characteristic or trait they wish (i.e. anyone with blue eyes). If the trait or characteristic applies to any group member, that group member must get up and move to an open spot more than three spaces away from their original spot. If the trait does not apply to a group member, they stay where they are. The last person to find a spot is the new middle person. Note: Remind the group to keep it clean!

Two Truths and a Lie – Good for pairs or the entire group. People say three things about themselves. 2 are true and one is a lie. People try to guess which one is false.
Ultimate Frisbee

Wanna Buy a Duck? – Participants sit in a circle. One person starts by turning to the one of the people sitting next to them and say, "Do you wanna buy a duck?" That person says, "A what?" The first person says, "A duck." The second person asks, "Does it quack?" The first person answers, "Of course it quacks!" The second person then starts the conversation over with the next person. There is a catch however! The person says, "Do you wanna buy a duck?" The next person says, "A what?" The second person in line then turns and says, "A what?" to the first person. The first person responds by saying, "A duck." The second person says, "A duck" to the third person. The third person then says, "Does it quack?" The second person turns and repeats to the first person the same question. The first person then says, "Does it quack?" The second person turns and repeats to the first person the same question. The first person then answers and then the game continue in the same fashion until the entire group is involved in the conversation.

Water Gun Killer - The leader needs to take pictures of all participants ahead of time. Each person is given a picture of another individual and a water gun. The object of the game is to collect as

many pictures by "killing" others. A person can kill another at any time by squirting them with the water gun. When a person successfully kills the individual in their picture, they take the picture that individual had and try to kill that person. Game continues until everyone is dead except for one person.

Whomp 'Em – One person is the "Whomp 'Em Master." That individual stands in the middle of the circle with the "Whomp 'Em Sword." (Could use Styrofoam tube or rolled up tube of newsprint, etc.) The rest of the group sits in a circle with legs out toward the center of the circle (leaving enough room for one person standing in the middle). The object of the game is for the "Whomp 'Em Master" to get stuck in the middle of the circle. Someone starts off the round by saying the name of a member of the group. The Master must "Whomp" (hit) the legs of that member, before that member says the name of another member. The game goes on until the Master hits an individual before that individual can say the name person's name (can not repeat name that has been said in that round already.) When the Master succeeds in "Whomping" an individual, that individual becomes the New Master. Best if played following another name game, so everyone has an idea of each other's names.

Advanced

Affirmative Fold-Ups – Have group comfortably sit in a circle. Give each participant a sheet of paper and ask him or her to write his or her name on the top of the paper. Place all the papers in the center of the circle. Have each participant draw a sheet from the center (not their own) and ask them to write one (or a sentence) positive word about that person at the bottom of the sheet. They then fold the paper up to cover up the word. Have them place the sheet back in the center and repeat on another sheet. Participants will continue to select other's sheets from the circle to write affirming words on, until the name is the only thing showing on the paper. The leader can then distribute the papers to their owners. This is a great game to do at the end of a retreat, the end of a year for an organization, at a staff meeting, etc.

Autograph Sheet

Commercials – Have people prepare a 30 second commercial for themselves highlighting their skills and what they have to offer other people in the group. (visual aids may be used)

Floor Puzzle Collage – Make a giant puzzle (out of poster board or construction paper), with enough pieces for each person. Each person makes a collage that describes them on their piece, then as a team builder, put the puzzle together. The puzzle is displayed in the hall. **It's important to remember to mark, which side is the front of the puzzle piece, and which is the top/bottom, so that when the collages are all made, they fit together the right way.

Important Item

Islands (Carpet Squares) - this game should be played with at least 6 people. Lay squares of carpet in a line putting down 1 more carpet square than the number of people playing, (if you don't have carpet squares, use paper or a plate). Have half the people line up on the squares on one side and have the other half line up on the other side, with the empty square in the middle of the line. Have everyone face toward the empty square. Tell the group that they have to transfer all the people to the opposite side from where they now stand of the empty square. People can only move if they are stepping past one person in front of them and on to an empty square. (They can't move if there is not a person in front of them, or if there is more than one person in front of them). Only one person can be on a square. A lot of people find this game pretty tough! At the end of the activity everyone should be on the square exactly opposite from where they began.

Levitation – One person will lie on the ground on his/her back, with eyes closed (if they feel comfortable). The rest of the group will place their hands underneath the person lying down. One person will be designated to be the captain, and therefore should place him/herself at the person's head. Once everyone is ready, the captain will softly count to three. At this time, the group will pick the person up to their waist. The captain will again softly count to three, and the group will bring the person to shoulder height. The captain will softly count to three and the group will bring the person overhead. Finally, the captain will count to three, and the group will gently rock the person (forward and backward) down to the ground. It is the volunteer's responsibility to stay stiff as a board. It is the rest of the groups' responsibility to take this activity very seriously, not to talk and to keep the head higher than the feet at all time.

Life Boxes – Take a sheet of paper and fold it in half then in half again. Unfold and you have 4 boxes. Have markers or crayons available and have people write the following headings in the 4 boxes 1) Childhood 2) High School 3) College 4) Future. In each of the boxes they are to draw a simple picture that represents an even or action that was extremely important to that particular time of their life. Have people go around and share their squares.

Lifelines – Each member draws a line on a paper to represent the highs, lows, significant events, turning points, and etc. of his/her life to date (can also project into future). Members share their lifelines with other members. Members ask questions about each other's lifelines. This exercise also can be done with pipe cleaners and verbal explanations.

Pipe Cleaners – Have a person take a pipe cleaner and use it to form into something that represents who they are. (Something that they are good at, they like to do, about their family, etc...) It can be an actual representation or a symbolic one. When they are done, have them walk around and pair up with someone and try to guess each other's shape. Then pull the group together and have people share.

Sentence Stems – For groups of two or three and have participants complete the rest of the sentence. The leader can read the sentence to all of the participants or all participants can have sheets of paper with these listed and take their own time in covering them. Here are some examples:

- Before I came to Purdue, my main interests were...
- The way I would describe my family is...
- The thing I remember most about high school...
- My fondest memories of another person are...
- My most unusual friend is...
- The things I value most are...
- My favorite pastimes are...
- Some of the things that make me happy are...

Values Discussion – Have participants find two people who are wearing the same color as them. Have them find a spot where they can talk together. Instruct them they will be talking about some issues and you will give them new topics every few minutes. Here are some samples:

Talk about the most important thing you learned this year.

What are the easiest and hardest emotions for you to express and why?

What is something that few people know about you?

What do you value in a friend?

What do you want to be doing in five years?

What is one goal you have for next year?

What is a motto you try to live by?

What is the greatest challenge you are facing?

What do you like most about yourself?

What do you value in a loving relationship?

What do you value most in life?

Yarn Toss – Everyone stands or sits in a circle, with the facilitator holding a ball of yarn. Hanging on tightly to the tail of the yarn, he tosses the ball to someone else while completing the sentence, "You're the best person because..." After the ball of yarn has been passed to everyone in the circle, the group slowly raises and lowers their part of the yarn to reveal the intricate web of relationships in the group.