



Office of Student
LEADERSHIP
Development

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Ulrich Student Center

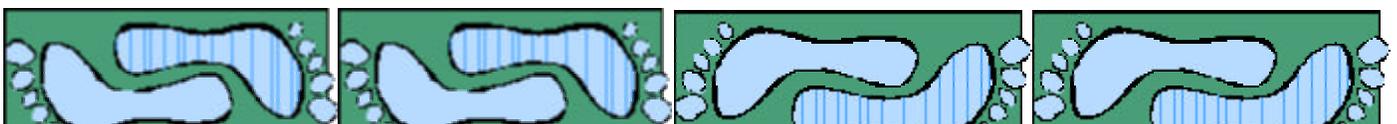
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*Icebreakers, Teambuilders,
and Tips to help you and your
organization*



**Take a step in the right direction...
Leave your prints on Lehigh!**



Dear Student Club and Organization Leaders and Advisors,

The Office of Student Leadership Development is happy to present you with this packet of icebreakers, team builders, and helpful tips. Our office receives numerous requests for help in facilitating group-building activities. Sometimes the training needed is more intensive and requires an outside party to be most effective. We will continue to assist you with these types of activities. In addition, we believe it is important for you to have the resources to facilitate your own group building activities as well! Hopefully, this packet will provide you with that information!

The first section of the packet includes icebreakers that should be used for introductory purposes. These activities are categorized as “name games”, “get to know you” activities, or “energizers” (games that can be interspersed to bring enthusiasm and focus to content-dense trainings). All of these games are wonderful ways to get people mingling, self-disclosing, and enhancing their own comfort levels in new settings.

Teambuilders make up the next section of this packet. These activities differ from icebreakers in that they involve follow-up discussion that should teach leadership lessons or further illustrate important leadership practices. The teambuilders in this packet are categorized as “high energy”, “low energy”, or “problem-solving” activities. All of these experiential games are designed to help new and established teams build trust, gain confidence, enhance communication and decision-making skills, and illuminate a variety of different leadership styles and techniques.

Finally, the last section of this packet includes helpful tips on a variety of leadership and life skill topics. The information in these handouts is taken from some of the many leadership resource books available in our office. Please feel free to make copies of these sheets for your members and use them to your personal benefit.

The icebreakers, team builders, and leadership tips in this packet can also be found in our resource library and online. We appreciate your enthusiasm and the role you have taken to help direct your club or organization. We hope these resources will be helpful to you in this endeavor. If you need further assistance with teambuilding, and/or any other student leadership training, please do not hesitate to contact us! Good luck with the school year!

Sincerely,

Allison Williams
Assistant Dean of Students

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Icebreakers

Name Games

Blanket Name Game

Supplies Needed: Blanket, bed sheet or cloth

Number of People: The more, the better

Instructions:

Have the 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 can not see the other. A member of each team is quietly selected to move up to the blanket. On the count of three, drop the blanket so that each of the selected members are facing each other. Whoever says the other person's name first wins. Whoever loses, goes to the other team.

Partner Match Up

Supplies Needed: String, note cards, tape, all depends on which activity is chosen

Number of People: 10-100

Instructions:

There are many variations to this game, so feel free to use any of them:

- Cut string or yarn into pieces of different lengths. Each piece should have a matching piece of the same length. There should be enough pieces so that each student will have one. Then give each student one piece of string, and challenge each student to find the other student who has a string of the same length. After students find their matches, they can take turns introducing themselves to one another.
- Put the name of a famous couple on two note cards. For example one card could read 'Minnie Mouse' and the other 'Mickey Mouse'. As people enter the room, tape a card to their back. As they begin to mingle they must find their famous 'half'. Some ideas for couples:
 - Lucy and Ricky
 - Lewis and Clark
 - Nick and Jessica Simpson
 - Daffy and Donald Duck
 - John F. and Jackie Kennedy
 - Bert and Ernie
 - Fred and Wilma Flintstone
 - Peanut Butter and Jelly
 - Hansel and Gretel
 - Timmy and Lassie
 - Sonny and Cher
 - Kermit and Miss Piggy
 - Tom and Jerry
 - Robin and Batman

Tossing Names Around

Supplies Needed: 3 or more balls depending on number of participants

Number of People: The more, the better but if more than 30 it may be better to place them in smaller groups

Instructions:

Have all students stand in a circle and go around and introduce themselves. Next begin tossing one ball amongst the circle. The exchange from tosser to catcher should be as follows. Tossers- "Here you go (Name of catcher)." Catcher- "Thank you (Name of tosser)." Here you go (next catcher)." As individuals begin to become familiar with one another's names, ask them to speed up the process. After a few minutes, toss in a second and then third ball, and have students continue.

Where are You?

Supplies Needed: Tennis balls (one or two per player), masking tape, a couple markers. And one crate

Number of People: The more, the better

Instructions:

Standing in a circle, each group member will receive a tennis ball and will write their first and last name on the ball using a piece of masking tape and a marker. A volunteer will collect all the balls in the crate and mix them up. The volunteer will then throw the balls into the center of the circle. Every group member, including the volunteer, needs to grab a ball and then find its owner. The last individual to find the ball's owner will be responsible for recollecting the balls and the beginning the process again.

Variations: Have individuals label two balls and have each member collect two balls and return them to their owners.

Get to Know You

2 Truths and a Lie

Supplies Needed: None

Number of People: 10-100

Instructions:

Give the group some time to write down two things about themselves that are true, and one thing that is a lie. Each group member will then share these facts about themselves and the rest of the group has to figure out which fact is actually a lie.

Autograph Game

Supplies Needed: Accompanying autograph sheet, or a home made one and pencils/ pens

Number of People: 10-100

Instructions:

Hand everyone a sheet and make sure they have a writing utensil. Once all participants have arrived allow them to mingle. While they are mingling they need to try to get as many autographs on the paper from people who have done the said thing as possible. When time is up (which is decided by you, usually around 10-15 minutes) the person with the most autographs wins.

Autograph worksheet is located in the Appendix

Have You Ever...

Supplies Needed: Paper and pencil and accompanying worksheet

Number of People: 5 or more (more is better)

Instructions:

Sitting in a circle, indicate to the members of the group that as a means of finding out more about the circle sitters, anyone may ask a question of the group that is prefaced by the words "Have you ever...?" To ask the question the person asking must be able to answer yes to his own question. If you answer is YES, raise your hand, if NO just sit there enjoying the other player's responses. Keep a tally of how many YES and NOs you have.

As facilitator you may, from time to time, ask if someone in the group who answered YES would like to tell the story behind that affirmative response.

At the end of the game have everyone look at their tally sheets and see if they can draw any conclusions or observations about their behavior, experiences and choices.

The game format allows people to say something about themselves without bragging. The game also allows a more reticent player to say nothing without fear of censure.

This is a wonderful way to get to know your team members a little better and find out some commonalities.

"Have You Ever" worksheet is located in the Appendix

Human Scavenger Hunt/ BINGO

Supplies Needed: Pencil/ pen and included worksheet

Number of People: 10-100

Instructions:

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.

BINGO worksheet is located in the Appendix

Make a Date

Supplies Needed: Paper Plates, writing utensils

Number of People: 4-50

Instructions:

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 and 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.

Some possible open-ended questions:

- Why are you part of this organization?
- Where’s the best place you’ve ever been on vacation?
- Have you ever broken a bone? Needed stitches? If so, for what?
- Do you have an unusual hobby? If so, what is it and why?

Things in Common

Supplies Needed: None

Number of People: Minimum of 8

Instructions:

Ask each participant to find a partner and find three things they have in common. Have each pair find another pair and discover two things they have in common. If the group is large enough have the groups of four find another group of four and find something they have in common. The exercise is complete when the entire group forms a circle and finds one thing in common.

(Tell the groups to stay away for commonalities regarding body parts (most people have 2 arms and 2 legs), clothing (we all wear about the same clothing) and of course the commonality that they are in the same organization...your organization!)

Through Other People's Eyes

Supplies Needed: None

Number of People: 5 - 100

Instructions:

The group forms pairs and each person introduces him/herself through the eyes of another person, such as a friend, a parent, a well-liked neighbor, the bank manager or a spouse or partner. Repeat the activity until each person has been introduced.

Energizers

Card Relay

Supplies Needed: At least 2 decks of cards

Number of People: The more, the better

Instructions:

Split the group into two teams and form single lines. A deck of cards is passed down the row, one at a time, and collected by the last person in line. The first team to collect all 52 cards without dropping one wins.

Variations: Blind fold some people, allow others to use only one arm or place some people back to back

Catch Me If You Can

Supplies Needed: None

Number of People: 10-100

Instructions:

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 has 15-20 seconds to change something about their appearance (i.e. change a watch to different wrist, 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. Players get to interact with each other and have fun!

Are you more like...

Supplies Needed: None

Number of People: 10 - 100

Instructions:

Ask members to stand in the middle of the room and have them move to either side to indicate their choice (they must pick one):

- More like a Cadillac or a Volkswagen?
- More of a saver or a spender?
- More like New York or Colorado?
- More yes or no?
- More like a student or a teacher?
- More here or there?
- More like the present or the future?
- More intuitive or rational?
- More like a tortoise or a hare?
- More like an electric typewriter or a quill pen?
- More like a roller skate or a pogo stick?
- More like a babbling brook or a placid lake?
- More like a gourmet restaurant or a McDonald's?

Jelly Bean Trade

Supplies Needed: Jellybeans

Number of People: 4-100

Instructions:

Everyone is handed 10 jelly beans. They are to try to get 10 of one color by trading with other people one at a time. First person to get all ten of a color they want wins.

Knots

Supplies Needed: None

Number of People: 6-10 per group

Instructions:

Have group members stand shoulder to shoulder in a circle. Instruct the members to put their right hand in and grasp the hand of someone across from them (not beside them). The members should now put their left hand in and grasp the left hand of someone across from them (not the same person they have holding your right hand!) Now the members must get out of the knot without someone letting go of the hands

Nominations

Supplies Needed: None

Number of People: 15 or more

Instructions:

Split your group into 3 teams. The facilitator will announce a category. Each team must then nominate a single member to demonstrate their talent. Collecting at the front, the nominees will perform individually.

Some ideas:

- Best Hand Stand
- Best Impersonation
- Best Joke
- Highest Note
- Lowest Note
- Most Unique Noise
- Most Unique Trait
- Best Burp
- Best Juggler
- Best Singer
- Best Dancer

Penny on the Chin

Supplies Needed: Pennies (1 for each person)

Number of People: 4-100

Instructions:

Give each student a penny and have them find a partner. They must hold the penny between their lip and chin without using their hands. Have them stand back to back. On the count of three they turn and face each other. The first one to drop their penny is out and must sit down. The winner then finds a new partner and moves on. Go until someone wins. Find new partners and eliminate until you have a final couple. If there is a tie, both have to sit down. You may want background music starting and stopping each round.

Shoe Factory

Supplies Needed: None

Number of People: 10-100

Instructions:

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!

Solemn and Silent

Supplies Needed: None

Number of People: 10-100

Instructions:

The instructor explains that this exercise will take self-control. Members pair up and stand 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.

Teambuilders

Teambuilding Guidelines

There are some important guidelines you should follow to ensure that your teambuilding experience is successful. These are as follows:

- ✿ When teambuilding, always follow the “Challenge by Choice” rule. Every individual has the choice to participate at whatever level she/he feels comfortable. However, you should encourage participants to step out of their “comfort zone” and challenge themselves!
- ✿ Set ground rules! These should be discussed and agreed upon by all participants. They will probably include things such as “Do not interrupt,” “Respect the values and beliefs of others,” “Listen when others are speaking,” etc.
- ✿ Handle any potential safety issues. When using activities that require additional equipment and/ or involve lifting people off of the ground, please make sure equipment is in good condition, equipment is handled properly, and individuals have the proper training and supervision necessary to perform the activity safely.
- ✿ To make activities more challenging (particularly if you have group members who have done an activity before), feel free to institute additional consequences or obstacles such as blindfolding, no talking, and mobility restrictions.
- ✿ Be aware of infractions of the rules. You can enforce them strictly or see if the group regulates itself. Details like these can lead to good discussions about ethics, values, and creativity.
- ✿ Provide only the basic instructions, and do not get caught up in providing too much information. Only answer questions and provide additional information when asked by the group.
- ✿ Use good judgment. It is important to provide the group with the proper balance of challenge and support so that they stretch themselves and learn, but also do not become overly frustrated and shut down. Also, when providing additional challenges for the group such as blindfolding one team member, etc., make sure that the individual is comfortable and willing to go this extra step. Nothing should be done at any time to intentionally place a person in a position they do not want to be in.

Helpful Information for Effectively Processing Teambuilding Activities

After your group has completed a teambuilding activity, it is essential that you process what has just occurred. This will enable the group to further identify “lessons learned” from the activity, better understand group dynamics, and to assess its strengths, weaknesses, and areas for improvement related to working as a team. Though we included some processing questions specific to each exercise, below you will find other important tips for successfully facilitating these types of discussions:

- ✿ Begin the discussion with questions related to “What happened?” (from beginning to end, what occurred as you were working through the problem together?)
- ✿ You should then ask questions related to “Why?” (Why do you think these things happened, Why was your group successful/unsuccessful, Why did you all complete the activity the way you did, etc.)
- ✿ Now that you have discussed the process that occurred and its results, you should ask questions about individual’s feelings during the exercise (How did you feel throughout this activity, What felt difficult to you about this activity, How did you feel about the group’s behavior and performance, etc.)
- ✿ Finally, ask questions related to “What does this mean?” (How does this apply to your current situation or group, what are some ways you can apply lessons from this activity in the future, what will you do differently in the future as a result of this experience, etc.)
- ✿ Avoid yes/no and close-ended questions, and do not let one individual monopolize the discussion.
- ✿ Verbally acknowledge people’s feelings, expect a wide-range of reactions, and make sure that everyone realizes there is no right or wrong answer.
- ✿ Have everyone use “I” statements when they speak, reiterate ground rules as necessary, and be firm in ensuring that all group members’ opinions are respected.

Low Energy

Constructive Feedback

Supplies Needed: Box, 30 pieces of wadded paper

Number of People: 6-12 group size

Instructions:

- 1) Ask for one volunteer.
- 2) Position the volunteer in a standing position and place an empty cardboard box somewhere behind the person, but at some distance.
- 3) Place the thirty pieces of wadded paper within reach of the volunteer.
- 4) Explain to the group their job is to give clues to the volunteer that will help him or her to throw the wads into the cardboard box without turning around. Give examples of clues such as, "A little further to the left."
- 5) Begin the activity.
- 6) About halfway through the activity, remind the volunteer of some of the clues given. Ask which ones were actually helpful and why.
- 7) Keep the activity going until the volunteer has successfully thrown three wads into the cardboard box.

Variation: If you have fewer than seven people and more than five minutes, ask them all to stand in a square and do the activity for each person, one at a time.

Debriefing Questions:

- 1) What is true about feedback based on what occurred in the exercise?
- 2) How did it feel to receive feedback from so many people?
- 3) What feedback was most/least helpful?
- 4) What else could your group have done to increase your success?

Initial Activity

Supplies Needed: Initial Activity Sheet

Number of People: Group

Instructions:

Using the provided "Initial Activity" paper see how many names of famous people or fictional characters you can create using the initials that are listed at the top of the paper. Try this first by yourself until time is called. Then find a partner, compare famous names and try to come up with more. Time will be called again and get into a bigger group (maybe split the entire group into 2 groups). Count how many names your big group has. Each team will then read off their list of famous names and the other team should cross out the duplicates. Determine which team came up with the largest number of original names. The suggested initials you should use for this activity are "B.B."

Debriefing Questions:

- 1) Was it difficult to start thinking of names on your own? Did it become easier with the more people you worked with? Why or why not?
- 2) Did other people think of names you would have never even thought of? How does this relate to working by yourself on a project versus working as a team or running ideas by other people?
- 3) When you were in large groups, what were some of the new challenges that occurred?

Numbers Don't Lie

Supplies Needed: None

Number of People: The more, the better

Instructions:

1) The group stands in a horseshoe formation. Count off down the line so that each player has a number.

2) The first person (Number 1 in the lineup) calls out someone else's number: "Twelve!" That person immediately calls out someone else's number: "Five!" That person quickly calls out another number: "Eight!" and so on. The first person to hesitate, at all, or call a wrong number (either their own or one that doesn't exist), relinquishes his or her place and goes to the end of the line. That person and all who were previously behind him or her in the lineup *now have different numbers*.

3) As it continues, people will constantly "blow it" and have to move to the end of the line. BUT here's the hitch: Rather than grimacing or groaning, they must raise one fist in the air and say "Yes!" with triumph, and trot proudly to last place. Everyone else must applaud admiringly.

Suggestions: Keep the pace so fast that everybody (including you) "fails" a lot!

Debriefing Questions:

- 1) How did it feel to make light of minor failure? How did it feel to watch someone else do it?
- 5) Why are we usually inclined to gnash our teeth and groan when we fail---even in (let's face it) a silly little game that has no bearing on real life?
- 6) Are there any other minor failures you have made too often in your life?

Blind Alphabet

Supplies Needed: At least 50 ft. piece of rope

Number of People: Group

Instructions:

Everyone grab a section of the rope and make sure every other person is located on the opposite side of the rope with both hands on the rope. Tell everyone to look around the room and familiarize themselves with the things around them. Have them do the following activities, with both hands remaining on the rope at all times:

- 1) Close their eyes and form an 'S' with their bodies and the rope
- 2) Close their eyes and form a 'C' with their bodies and the rope
- 3) Allowing only one of the end people to open their eyes and speak, have the group form a 'Z'. The other people in the group can NOT speak; maybe communicate by stomping feet or nodding, etc.
- 4) Close their eyes and without speaking line up in alphabetical order by their first names

There are many variations to this activity (i.e. shapes, numbers, etc.), please feel free to make up some of your own.

Debriefing Questions:

- 1) Who were the main leaders of the group? How did they become the leaders?
- 2) Was it easier when only one person was allowed to speak and instruct or better when there was group collaboration?
- 3) What forms of communication did you use? What was most/least helpful?
- 4) How did you all make a decision about when you thought you had it right? Was everyone comfortable with that decision? Why or why not?

Scissors Communication

Supplies Needed: 1 pair of scissors

Number of People: 5 or more

Instructions:

1. Have all participants sit in a circle facing one another
2. The object of the game is for the participants to figure out the communication pattern taking place.
3. The leader of the group should show participants the scissors in 3 different positions (that do not match the words they are using to describe them. (i.e. scissors open – call that scissors closed or crossed, etc.)
4. The three positions being used are open, crossed, and closed.
5. The pattern goes “I am receiving the scissors _____. I am passing the scissors _____. You should fill in the blank with whichever position your legs are in at the time you receive and pass off the scissors.
6. You may change the position of your legs between receiving them and passing them, or you may leave them in the same position. Either way, you should be discreet so that it is harder for other people in the circle to decipher the pattern.
7. Participants should attempt to figure out how the scissors are being passed and received each time they get them. The leader should let them know if they are correct in saying how they have received or passed them.

Debriefing Questions:

- 1) What happened in this activity?
- 2) How did you figure out the pattern?
- 3) What did you do once you understood what was happening?
- 4) How did it feel to “get it” or “not get it?”
- 5) Did you help others to understand or did you just keep playing the game?
- 6) How does this relate to the ways in which individuals communicate? How about with people different from them?
- 7) What could you have done to make the communication process go smoother?

High Energy

Balloon Castles

Supplies Needed: 100 Balloons, 2 rolls of tape **per team**

Number of People: Teams of 4-8 people; as many teams as necessary

Instructions:

Split the group into smaller teams. Using the balloons and tape supplied to your team build the tallest, free-standing, self-supporting balloon castle that is possible.

At the end of 20 minutes, stop the action. Make sure that the group lets go of their castle as soon as you say, "Stop!" If they do not let go, their group will be disqualified.

After you have determined a winning team, ask everyone to sit on the floor, and discuss the following questions.

Debriefing Questions:

- 1) What did you learn about relationships in this activity?
- 2) What was your role in the activity and how did that help accomplish the greater goal?
- 3) What did you learn about planning in this activity? Did you plan at all?
- 4) What was most frustrating and rewarding about this activity?
- 5) How did your team decide who would play what role and what type of structure you would build?

Beach Ball Toss

Supplies Needed: Beach ball

Number of People: Any size group; Break into smaller teams if you have more than 20 people

Instructions:

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.

Debriefing Questions:

- 1) If you were successful, what caused this success?
- 2) What strategies did you use to make sure everyone was included?
- 3) How did your group respond when the hit the ground?
- 4) What was challenging about this exercise?
- 5) What did this exercise illustrated to you about leadership?
- 6) How does this activity relate to our group?

Blind Numerical Order

Supplies Needed: Blindfolds

Number of People: The more, the better

Instructions:

- 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 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). Give some participants, negative numbers, "0", really high numbers, etc. (The numbers do not have to be in sequential order.) After whispering the number, move the participant to a random location. Once every participant has a number, they should begin arranging themselves in order (about 20 minutes). 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.

Debriefing Questions:

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

Building a Gumdrops Structure

Supplies Needed: Gumdrops and toothpicks

Number of People: About 6 people a group

Instructions:

In an area unseen to the participants, structures made of gumdrops 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. 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 one 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 the 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 a large group.

Building a Gumdrops Structure (cont.)

Debriefing Questions:

- 1) What was difficult about the process?
- 2) 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 regarding your careful instructions?
- 3) How did the Runners feel? Was one-way communication difficult? Was it frustrating to envision one thing and see the Builder doing something else?
- 4) 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?
- 5) Does anybody have personal reactions or challenges to share?
- 6) 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?

Clam Free

Supplies Needed: Frisbee or ball type device

Number of People: Any size group

Instructions:

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 games 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 lease for the hapless 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-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

Debriefing Questions:

- 1) How did it feel to rely on others to set you free?
- 2) Did any of you manage to link seven in a circle? If so, describe the process? If not, describe some of the difficulties?
- 3) What did this game show you about team work?
- 4) As the reactor, how did it feel to be working independently?

Cocoon the Platoon

Supplies Needed: New roll of masking tape per team

Number of People: 12 or more

Instructions:

Divide your group into even teams with 6 to 12 in each team. Have each team line up relay style, fairly close to the person in front of them, with everyone facing forward.

Place identical, new rolls of masking tape on the floor in front of the first person in each line. On "Go", the first person in each line picks up the roll of tape, and begins removing a strip of tape. They stick the first foot or two of the roll across their stomachs, and pass the roll to the person behind them, who continues passing, and unrolling the tape to the next one in line. When the tape reaches the last person in line, she passes the roll behind her back, sticking a stretch of it to her back, then sends the roll back up the line, on the opposite side. This cocooning of the team continues until the roll of tape is used up. The first team to raise an empty tape tube gives a cheer!

(Optional: Now that the group is all tied up, they can try a caterpillar obstacle course.)

Debriefing Questions:

- 1) Did you become frustrated with other members of the group? Why?
- 2) Were you willing to compromise your usual physical comfort zone (by moving closer to the person in front of you) in order for the goal of the team to be fulfilled?
- 3) What else did you learn from this activity? Is it an individual or team activity?

Getting Close

Supplies Needed: Hula hoop, 1 round balloon or 1 oblong balloon

Number of People: 10-100

Instructions:

Participants stand in a circle shoulder to shoulder. The facilitator starts with the round balloon under his neck OR the oblong balloon between his knees OR the hula hoop around his waist (or all three!). Without breaking the chain or un-holding hands, the round balloon gets passed from chin to chin OR the oblong balloon from knees to knees OR the hula hoop from waist to waist (or all three!).

Debriefing Questions:

- 1) Did you get frustrated with other team members?
- 2) Did you think the task was harder or easier than you imagined?
- 3) Did you see the impact you had on your team when you were working individually?

Mine Field

Supplies Needed: Tennis balls or paper plates, blindfolds

Number of People: Any size group

Instructions:

The object of the activity is to have the blindfolded participants make it through the minefield without stepping on and/or touching any “mines”. Begin by placing tennis balls (or paper plates) all over the ground. These tennis balls will represent mines. Next, instruct your group to get into pairs (if group is uneven number, participants can be switched to ensure everyone has a chance to participate). One member of each pair will be blindfolded during the activity. In addition to being blindfolded, they will be unable to speak. The other member of each pair will be giving directions to their partner. The only directions that can be given are left, right, forward, and back. If a mine is touched, the pair must start over. Several pairs will be going through the minefield at the same time so it is vital that blindfolded members listen carefully to their partner.

*Note: Instead of using directional words listed above, you can substitute non-related words. For example, apple= move to your left, orange= move forward, etc.

Debriefing Questions:

- 1) What strategy or technique did you use to make it through the minefield?
- 2) Did you trust your partner? How did you come to trust them?
- 3) What reservations did you have about your position in the pair?
- 4) Was it easier just following directions or would it have been better if you could have asked clarifying questions? Why?

People Platform

Supplies Needed: Masking tape

Number of People: 10-15 people

Instructions:

1. Create an inner 2' x 2' and an outer 6' x 6' tape outline of a square for each team.
2. Everybody starts outside the 6' x 6' square.
3. The objective of the game is to get everyone inside the inner square without touching anything outside of it.
4. Explain the following rules of the game
 - a. Participants may only touch the outside of the outer square and the inside of the inner square as they complete the task.
 - b. The area in between the squares is off limits.
 - c. The entire group must participate.
 - d. If a participant touches the space between the two boxes, then they may no longer use that part of the body.
 - e. Once everyone is in the inner box, they must hold their position for 10 seconds.
 - f. If one member dominates the leadership, then take away his/her ability to speak.
5. If the group is slow to actively attempt the exercise, then set a time limit by which they must finish.
6. If the group completes the activity easily, make the inner box smaller.

Alternative: Use a raised 2' x 2' platform instead of tape. After the entire group gets onto the platform, everyone must be off of the ground for 10 seconds.

Debriefing Questions:

1. What were some of the challenges in completing this activity?
2. How did you overcome them?
3. Who was the leader? How was it decided?
4. How did the time constraint affect the activity of the group?
5. Did your group plan first or just start acting? Was this method effective or ineffective?
6. What might you do different in the future?

Plane Wreck

Supplies Needed: Each group needs: blindfold, 5 or 6 odd shaped pieces of cardboard, a roll of cellophane or masking tape, a piece of rope at least 3 feet long

Number of People: 3 or more

Instructions:

Break the group into teams of three. One member will play the role of observer, another member the role of A and the third member B.

The situation: A and B were flying a plane that suddenly developed engine trouble and crashed on a desert island with no water. They will be rescued in a few days, but they must have water if they are to survive. They have some materials for making a container to hold rainwater. The only problem is that B received a heavy blow on her head and is now both blind and mute. A has badly burned both hands and is not able to use them at all. But they must build the container if they are to live. A rain cloud is quickly approaching, and they must have the container finished before it reaches the island. A few drops are already beginning to fall.

The observer ties A's hands behind his back and blindfolds B. B is not to say a word during the entire building process. The observer takes notes on how well the two people work together. How good are the directions? How well are they carried out? How cooperative are the two people? If the container is not built in 20 minutes, the two people stop. Everyone assembles into a big group again to discuss.

Debriefing Questions:

- 1) How did the person playing A feel? B? What did the observer notice?
- 2) What does the container look like? If it were made of wood and nails instead would it hold water?
- 3) What would have improved the cooperation between A and B?
- 4) What did you learn about the division of labor in a cooperative task?

Pru

Supplies Needed: Blindfolds for each person

Number of People: Group

Instructions:

The purpose of this game is to integrate group members and build trust and communication. Have each player take a blindfold and spread out on the floor. Ask those who feel comfortable to put their blindfolds on. Explain that you will tap someone on the shoulder; that person will be the "Pru" and will take off his/her blindfold. (None of the other players will know who the Pru is. Everyone will mingle around slowly (with bumpers up). Each time a player bumps into someone, they should shake his/her hand and ask, "Pru?" If the person says "Pru," they are NOT the Pru. If the person does not answer you back, they ARE the Pru. Once a player finds the Pru, he/she should join hands with him/her and take off his/her blindfold. That person is now part of the Pru, so if someone bumps into him/her, they should NOT respond, so that person knows to join the Pru as well. Everyone will continue mingling around until they find the Pru chain. When everyone is part of the chain, the game is over. NOTE: This is a high trust activity, and should be done at an appropriate time.

Debriefing Questions:

- 1) Did you have any strategy for getting caught or not getting caught?
- 2) How did the blindfold make you feel during the activity?
- 3) How did this relate to teamwork?

Ship Wreck

Supplies Needed: Large field, ½ inch rasped and sanded plywood circles 3 or 4 feet in diameter or similar flat objects for each group to use as a ship

Number of People: 8-10 members per group

Instructions:

- 1) Divide participants into two groups with 8-10 members per group.
- 2) Give each group a “ship” and instruct all members to hold onto its sides as they run the length of a playing field,
- 3) Groups are to run with their “ship” until a staff member yells “Shark!” Then, all members jump on board the “ship.” The first group with *all* feet off the ground, gains a point. Repeat this procedure several times. The first group to reach the finish line gains three points.
- 4) Add up points to decide the winner, or forget the points and play “go fish” to decide the winner.
- 5) Debrief.
- 6) Repeat the activity if the group had fun the first time.

Suggestion: For younger or larger groups, use hula hoops in place of the plywood circles.

Debriefing Questions:

- 1) What specific suggestions would you use to improve the productivity of your group next time?
- 2) How well did your group cooperate with its other members?
- 3) Did your group improve each time, why or why not?
- 4) Was your group more concerned with getting it done quickly or getting it right on the first try? Why?

Unequal Resources

Supplies Needed: Tennis balls or paper plates, blindfolds

Number of People: Group

Instructions:

Introduce the exercise as an experience with the use of resources needed to accomplish a task that have been distributed unequally among groups. Form the groups. Groups should be placed far enough away from each other so that their negotiation positions are not compromised by casual observation.

Distribute an envelope of materials and a copy of the accompanying task sheet to each group. Explain that each group has different materials, but that each must complete the same tasks. Explain that the groups may negotiate for the use of materials and tools in any way that is agreeable to everyone. Emphasize that the first group to finish all the tasks is the winner. Give the signal to begin.

When the groups have finished, declare the winner. Then conduct a discussion on using resources, sharing, negotiating, competing and using power.

Group Materials:

Group #1- scissors, ruler, paper clips, pencils, two 4-inch squares of red paper and two 4-inch squares of white paper

Group #2- Scissors, glue, two sheets each of gold paper, white paper and blue paper, each 8x11 inches

Group #3- felt-tipped markers and two sheets each of green paper, white paper and gold paper, each 8x11 inches

Group #4- five sheets of paper(8x11 inches)-one green, one gold, one blue, one red and one purple

Debriefing Questions:

- 1) How did it feel depending on others in the midst of a competition to get the given task finished?
- 2) Did you notice the use of power that manifested itself during this exercise? If so, give examples.
- 3) What frustrated you the most during this activity and why?
- 4) How does this activity apply to other times when you have tried to complete a task and needed to bargain?

Brain Teasers

IQ Test

Supplies Needed: Accompanying IQ sheet, or a custom made one and pencils/ pens

Number of People: 10-100

Instructions:

Hand out a copy of one of the following forms to each person. Suggest that each frame represents an adage or phrase. Their job individually or as groups of 2 or more persons, is to solve the quiz. The person or group with the most correct answers wins.

Some of the answers are difficult, so you might want to work with the group to get the first answer or so to get them started on the right track.

IQ Test worksheets can be found in the appendix.

An alternate method is to have people work individually first, and then get in teams. This will allow you to discuss the advantages and challenges that come with each method.

Debriefing Questions:

- 1) Did many of you find that, working as a group, you arrived more easily at the answers?
- 2) What other ways can you use group - based creativity in our organization?
- 3) How quickly did you or your team become frustrated? What are some strategies you can use to help work through you frustration?

Outside the Box

Supplies Needed: Nine Dots Puzzle handout, pencils/ pens

Number of People: Any number

Instructions:

Hand everyone a Nine Dots Puzzle handout. Then instruct everyone to connect all nine dots with four continuous straight lines. Also tell them that they may NOT take their pen or pencil off their paper.

If people seem pretty familiar with the activity ask them to do it with 3 straight, continuous lines.

Debriefing Questions:

- 1) If you had difficulty solving the puzzle, what were some of the constraints?
- 2) Don't we often find ourselves "boxed in" on certain issues or projects? How can we move "outside" the box?

Team Boggle

Supplies Needed: Included worksheet

Number of People: About 6 people a group

Instructions:

After students introduce themselves, provide students with the "Team Boggle" page similar to the page on the back of this sheet. In their groups, students need to come up with as many words as possible using the worksheet in the appendix. Specify a time limit for the task.

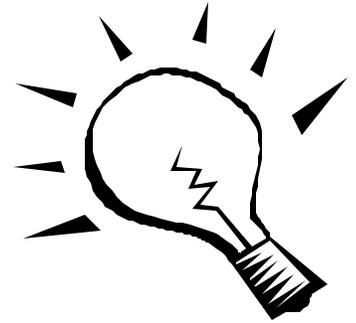
Debriefing Questions:

- 1) Did you have a strategy? What was it?
- 2) Did teamwork play a big role or were certain individuals controlling the game?
- 3) Did you feel helpless at points? Why? What did you do to change that feeling, if you did change it?

"10 Tips"

10 Tips for...

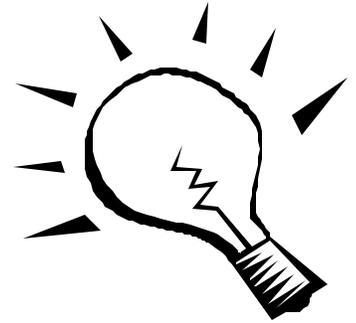
Better Time Management



- 1) Make a list of everything you do in a day, from brushing your teeth to chatting online. At the end of the day assess all that you have accomplished and where time that could be better spent.
- 2) Not everything has to be perfect. Realize that not every task demands your utmost concern and care.
- 3) Take a deep breath and recognize that you too need breaks. Remember that even the President has time to vacation.
- 4) Clean up your home or office that may be cluttered or unorganized. Once these spaces are clean, you will notice how much time it will save you not having to search for something.
- 5) Make a list or schedule of all the things that must be done for that day or week. This will give you a sense of how much time you can spend on certain projects and it will feel good to look back at the end to see what you have completed.
- 6) Figure out what time of day you are most productive. Complete tasks during this time which need the most attention and require the most brain activity.
- 7) Don't procrastinate. Be productive and realize that you are only putting off the pain of having to do the job in the near future. A time will come when the job needs to be done, and it will be nice to know you already completed it.
- 8) Avoid interruptions. They cause you to get off task and then it takes more time to get back in the mind set that you were previously working in.
- 9) Don't exhaust your time. Work as long as you are productive, because when you run out of energy you are only prolonging jobs that could be done in half the time the next day or in a couple of hours.
- 10) Learn to say "No". You do not need to feel pressured into committing to things when you already know you have a full work load.

10 Tips for...

Building Self-Esteem



- 1) People spend more time looking in the mirror than they realize or are willing to admit. Spend less time looking in the mirror and when you do, use only constructive criticism or positive thoughts. This tiny bit of negativity lies heavier on you than you realize.
- 2) Smile more often. Not only will you feel better but the people around you will notice and give you a more positive response.
- 3) Live your dreams. Start taking actions towards achieving your dreams, goals, and aspirations. No one can decide for you what you should dream.
- 4) Surround yourself with positive, supportive people. That may mean having to meet new people, which is a risk, but one with many rewards- new friends and a new optimism to live.
- 5) Try new things- take risks. Stepping out of your comfort zone will broaden your comfort zone and maybe introduce you to a new hobby or group of people. You will be able to look back at what you tried and be proud.
- 6) Do not let other people dictate who you are, they have no more authority or experience in your body than you do. Uniqueness is wonderful!
- 7) Humor is essential to everyday life. We all make mistakes and need time to take a deep breath from the world we live in. Humor is a wonderful way to relieve stress and get you smiling.
- 8) Stop comparing. There is no sense in comparing yourself with others when your experiences, opportunities and lives are completely different from one another.
- 9) Assess your daily actions before falling asleep. Be sure to concentrate on the positive things and commend yourself for your accomplishments, risks you have taken, and staying true to yourself
- 10) Help other people. By doing so you will realize how good it makes you feel!

10 Tips for...

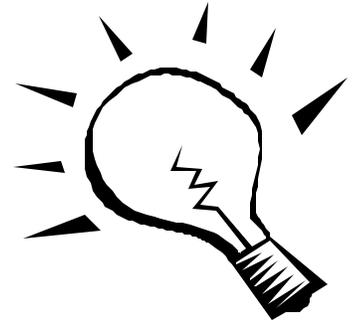


Building Team Unity

- 1) Have each person either verbalize or write down their expectations of the team and of themselves, so that they are clear to everyone.
- 2) Find ways for the team to get to know each other through informal situations. Some ideas include playing an icebreaker or teambuilding game, having refreshments one day, going bowling one night or watching a movie together.
- 3) Continually have the team form new groups for activities so that there is less chance of cliques forming. Cliques can alienate other members of the group and severely hinder team dynamics.
- 4) Develop trust and respect within the group. Find different ways to have the team build trust or to acknowledge their trust for one another.
- 5) Create a roster with every member's phone number and address and hand it out to each team member so they can communicate with each other outside of team meetings. Include fun things on the roster such as birthdays, email addresses, and/or screen names.
- 6) Allow members of the team to make decisions. Let them have a say in what the team does. Don't just allow them to sit back and have things happen to them- they must MAKE things happen for them.
- 7) Keep team morale high. Allow time every so often for the entire team to assess the team's actions. Allow members to voice their opinions about what they think works and doesn't work- give them a voice.
- 8) Have the team get the surrounding community excited about what the team is doing. This is a great way to get the team working together and to get the community involved and excited.
- 9) Don't dwell on failures- keep things positive. Keep negativity to a minimum and always compliment negative feedback with positive solutions.
- 10) Celebrate individual and group accomplishments.

10 Tips for...

Event Planning



- 1) Gather input from individuals who will participate in the program about their interests, needs, ideas, etc. From the information gathered, decide what the focus of the event will be.
- 2) Determine who else will be involved in the planning and implementation of the event.
- 3) Set realistic goals for what the event should accomplish.
- 4) Select a date/time for the event that will attract your audience and does not conflict with competing events. Possibly pick more than one date just in case there is a conflict.
- 5) Create a timeline for what should be accomplished by when. It is helpful to work backwards from the date of the event and to overestimate how long certain “To-Do” items will take.
- 6) Determine the budget for the event and make arrangements concerning payments, etc. In determining budget you should try to estimate attendance (lowest to highest), determine food, entertainment, personnel and equipment costs.
- 7) Select and reserve an appropriate event location. If necessary, make sure you have enough seating and tables.
- 8) Design effective publicity- is it eye-catching, do I have enough copies for distribution, is the information clear, am I giving enough notice time?
- 9) Make a supply list. Purchase or gather all necessary materials. Check to make sure all equipment is working. Order or reserve any additional equipment that is needed.
- 10) Send people who were involved in the planning and implementation thank you notes.

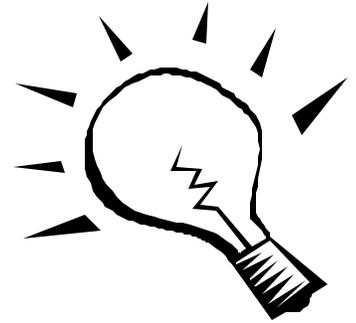
See appendix for an event planning worksheet

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For more information, visit our Resource Library:
Office of Student Leadership Development
Ulrich Student Center

10 Tips for...

Goal Setting

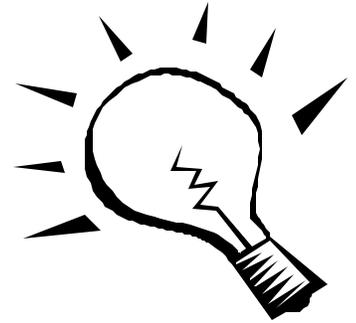


- 1) “The majority of the goals you set should be very realistic or you risk becoming frustrated if you do not accomplish any of them. However, there is nothing wrong with attempting things that defy the odds or you expect to be extremely difficult” (www.mygoals.com/helpGoalsettingTips.html).
- 2) Establish a target date for goal completion. This is essential for identifying when a goal is to be accomplished. Without a target date, there is no goal.
- 3) Visualize your desired outcome. A mental picture of a tangible result often provides an added incentive. Imagine receiving a 4.0 on your grade report! Visualization can clarify what is you are really striving for.
- 4) Remember to keep it short and simple. The shorter and simpler a goal is stated, the better you will understand it. A wordy statement probably contains information that dilutes or confuses the goal you are trying to achieve.
- 5) Identify results in words that are specific and measurable. Use verbs that emphasize accomplishment: to complete, to increase, to reduce. Most of the time there should be a single measurable result.
- 6) Seek encouragement from supportive family and friends. Avoid the discussion of your goals with those who are constantly negative about your success.
- 7) Create action steps for your goals. Action steps are small “to do” steps that help you accomplish your goals. These steps can be delegated out to others or can be steps that you can complete in a relatively short period of time.
- 8) Keep goals specific. If a problem is too broad, it often cannot be attacked effectively. Reduce the scope of the projected goal by asking a series of progressively narrowing questions.
- 9) Don’t let the fear of failure stop you from achieving you goals. “The only *true* failure is failure to make the attempt. If you don’t try, you gain nothing, and life is too short a thing to waste” (www.mygoals.com/helpGoalsettingTips.html).
- 10) Let your goal inspire you. Your goal should have special meaning to you and should be something that arises out of your values and interests.

See appendix for a goal setting worksheet

10 Tips for...

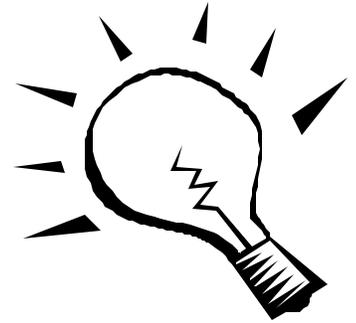
Effective Communication



- 1) Be aware of nonverbal communication, such as crossed arms, hands in pockets, wandering eyes. You may be coming across completely different than you wish to because of your body language.
- 2) Express thoughts in an orderly and coherent manner so that it is easy for others to follow and understand.
- 3) Refrain from using jargon such as abbreviations and uncommon terminology. Be sure to select the right words to communicate your message.
- 4) Remember that communication is a two-way street. Listening is a must, so that details are not missed and people are not ignored.
- 5) Be courteous. When critiquing, critique the idea not the person.
- 6) Face-to-face communication is much more effective and personal than a phone call, letter or email. Try to speak face-to-face as often as possible.
- 7) Communicate to your audience with their goals, interests, experiences and background in mind. This will help them to stay focused and interested in what you have to say.
- 8) Learn from those around you. By paying attention to others volume, tone and formality in conversation, you can gain insight about speaking appropriately in that setting.
- 9) Take responsibility for your feelings and actions. Use 'I' rather than 'You' and never blame the other person.
- 10) Be confident in what you have to say. People will take you more seriously if you believe in what you are saying.

10 Tips for...

Motivating others



- 1) Set the example. You must be the role model that you want others to grow into. Do what you say you will do.
- 2) Reward good behavior. A simple “thank you” note, letter, or certificate can be a powerful motivator. The reward should be specific and prompt. Cite the specific action that made you believe it was a good job.
- 3) Give people responsibilities that measure up to their capabilities, and give them the authority to go along with it.
- 4) Always keep your membership informed about what is going on in your organization. Members who receive timely, honest and open communication are more likely to feel motivated, and to be active members and spokespersons for your organization.
- 5) Let your members be a part of the planning and problem solving process. Doing so gives them a personal interest in seeing a plan succeed. They are no longer just the doers for the organization, but are actually a part of its mission.
- 6) Set specific, measurable, attainable, relevant, and trackable (SMART) goals for your organization. Let your members play a crucial role in defining these goals. It promotes commitment within the organization.
- 7) Ask for feedback, suggestions, and ideas. Engaging in their hearts and their minds will encourage them to connect with the organization.
- 8) Take the time to get to know your members. Try to learn what individually motivates each member for your team. There is no replacement for this kind of interest and nothing more motivating to your membership.
- 9) Develop excitement and team spirit within your organization. Everything you do will have some impact on the climate of your organization. Be aware how your actions and decisions affect it. Creating fun climates can make it fun to come to meetings and put in extra hours for a clean-up.
- 10) Remember: “Motivation is everything. You can do the work of two people, but you can’t be two people. Instead, you have to inspire the next guy down the line and get him to inspire his people”
-Lee Iacocca

10 Tips for...



Public Speaking

Tips from The Complete Guide to Public Speaking
By Jeff Davidson

- 1) Develop a dynamic speaking topic. You can turn almost any subject into an intriguing speech- it's all about your attitude and keeping things exciting.
- 2) Identify your audience. Keep the terminology and diction at an appropriate level, because people will not understand your message if your vocabulary is over their heads.
- 3) Research the topic thoroughly. You will be much more confident to speak on the topic if you feel like an expert. You will also be better prepared to answer questions.
- 4) Be sure to include humor or things that will get the audience smiling. People will be more likely to listen if they are enjoying themselves. Read your audience's humor level- some may be cold and in that case there is no room for humor.
- 5) Videotape your speech or presentation before the actual event. You can use this to assess your effectiveness and also to have others comment on your strengths and weaknesses.
- 6) Tape key words on the podium and floor where only your eyes can see them. This is a great way to calm yourself down and keep you on topic.
- 7) Enunciate. Make sure pauses are appropriately placed and that word endings are crisp. It is much easier for people to listen and follow your speech when it is clear and they are not straining to determine what you are saying.
- 8) Visuals are wonderful. They aid in making you seem more professional and organized. Just be careful not to over do it.
- 9) Own the space in which you speak. Keep your head held high, maintain good posture and eye contact, and be confident in yourself.
- 10) Mix the volume and tone of your voice just as you naturally would during a conversation.

10 Tips for...



Resolving Conflict

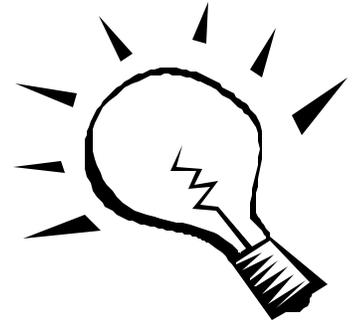
Tips from Communicate with Confidence

By Diana Booher

- 1) Determine the nature of the conflict. Is it a conflict over personalities, goals, circumstance, facts, or values?
- 2) Confront privately on private issues. Discussing someone's shortcomings has no place in a staff meeting, in the hallway, in front of a colleague or even a stranger. Making it into a public spectacle can only turn it into a battle of pride and put-downs.
- 3) Deal with conflict promptly because angry words or bad situations tend to grow hotter when they're allowed to smolder.
- 4) Describe; don't label. People cannot respond to labeling such as, "You are lazy and inconsiderate of your co-workers." People can respond to the descriptive such as, "You have taken off three Mondays in a row during a crucial project." Specific information can be verified and labels cannot.
- 5) Don't use phrases like "You'll have to ...," "You must...," "You should...," "You ought to...". People don't like to be told they must do anything.
- 6) Put the issue of "winning" or "losing" aside. The only competition should be within yourself- to control your words and actions in such a way that you get what you need. The other person does not have to lose for you to win.
- 7) Discard the old chant, "Sticks and stones may break my bones...." Words do damage relationships forever. "I lost control" is no excuse. The tongue as a weapon can destroy a reputation, a career, or a person. It is necessary to be mindful of this especially during a conflict.
- 8) Use the three Ds to structure your resolution. Describe. Discuss. Decide. Describe what's happening. Discuss the feelings or other ramifications of what's happening. Decide what to do.
- 9) Don't dismiss people. The atmosphere of conflict will pervade when it is clear that talk will no longer help or that the details "no longer matter." Such a "dismissal" can be conveyed through words, gestures, or body language. We all know it when we see it.
- 10) Realize that two sides can be right. People have different backgrounds, values, and experiences they bring to a situation. These things should be taken in to consideration. All differences cannot be reconciled. Two sides can be right- a difficult fact but necessary to one's sanity.

10 Tips for...

Running an Effective Meeting



- 1) Start on time. End on time. Remember that members have other commitments, and they are more likely to attend the meeting if it is productive and as short as possible.
- 2) Make sure the meeting has a purpose. Sometimes a couple of phone calls, emails, or one-on-one meetings can take care of a situation rather than calling a wasted meeting.
- 3) Stick to the agenda. It is very difficult to attend a meeting that is unstructured because it is tough to understand group achievements and individual expectations.
- 4) Make known the group's accomplishments and recognize any individual accomplishments. Thank everyone for their contributions.
- 5) Have someone keep very clear and uniform minutes. This way people are held accountable and there is documentation for all of the group's actions.
- 6) Set a positive tone. There are many ways to phrase a statement or question. Make sure these are in the form of constructive criticism, encouragement, etc.
- 7) Do something different every meeting to keep things exciting. Play a teambuilder, use music at the beginning of the meeting, take time to have everyone share an interesting part about their week, change the meeting location, etc.
- 8) Do not allow meetings to get boring. There is a way to spice up every topic. Provide short breaks when necessary.
- 9) Make sure everyone is clear about future expectations and what to do if they have difficulty in performing them.
- 10) Let everyone's opinions be heard and acknowledged.

Appendix

Autographs

Find someone in the group who has done any of the activities listed below and have them sign their name in that block. Get as many autographs as you can.

Can speak a foreign language	Has been on TV	Has traveled to at least 10 other states	Would bungee jump if the chance occurred
Grew up on farm country	Has traveled by train	Has an unusual hobby	Likes to read books
Has traveled far and wide	Worked at a gas station	Has bought a lotto ticket	Knows how to dance
Has seen a major play in a big city	Voted in the last election	Looks the most like you	Plays a musical instrument
Likes roller coasters	Likes to ride horses	Has performed on stage	Knows someone famous
Has many siblings	Has been to Mount Rushmore	Has a nickname they like	Owens a neat toy
Likes their dentist	Has not been on an airplane	Has a collection of some kind	Has ridden a camel or unicycle

B	I	N	G	O
Knows your zodiac sign	From a Northern State	Knows when Martin Luther King Jr.'s Birthday is	Member of a sorority or fraternity	Has been a competitive athlete
Has traveled abroad	Knows how to polka	Can't Swim	Has ridden a camel	Has traveled by train
Voted in the last election	Has not been in an airplane	FREE	Has hiked a major mountain range	Traveled across the country
Owens an unusual animal	Has been on TV	Has bungee jumped	Never broken a bone in their body	Would like to change their birth name
Has moved more than six times	Only child	Has a tattoo	Has met a famous person	Can actually sing

“Initial Activity”

How many names of famous people or fictional characters can you create using the initials listed below

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

First Round- Total # of names created:

Second Round- Total # of names created:

Third Round- Total # of names created:

IQ Test #1

IQ Test #2

IQ Test #3

IQ Test #4

IQ Puzzle Answers

Puzzle #1

- 1) Hitting below the belt
- 2) Out on a limb
- 3) More often than not
- 4) Fly by night
- 5) A splitting headache
- 6) A man for all seasons
- 7) All in a day's work
- 8) Westside story
- 9) Forgive or forget
- 10) Short of breath
- 11) Accident prone
- 12) Horseback riding
- 13) Men out of work
- 14) Just under the wire
- 15) Dirty dozen
- 16) A foot in the door

Puzzle #2

- 1) Mixed doubles tennis
- 2) Split second timing
- 3) The birds and the bees
- 4) Close quarters
- 5) All hands on deck
- 6) $E = MC^2$
- 7) Waving goodbye
- 8) A paradox
- 9) Skinny dipping
- 10) Two black eyes
- 11) Scattered showers
- 12) Scrambled eggs
- 13) Head and shoulders above the rest
- 14) Twisted ankle
- 15) An outside chance
- 16) Beginning of the end

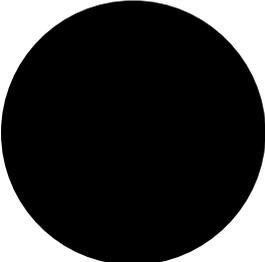
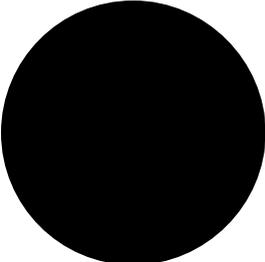
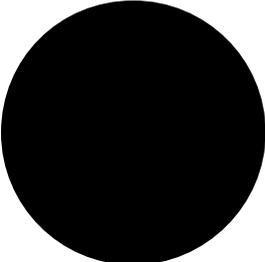
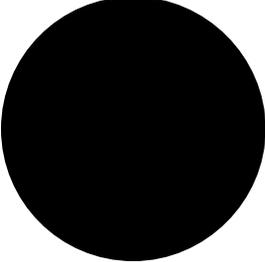
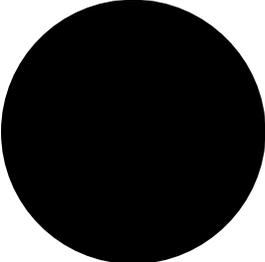
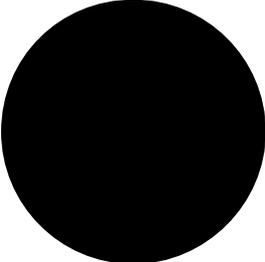
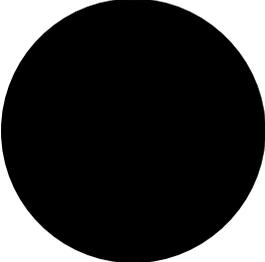
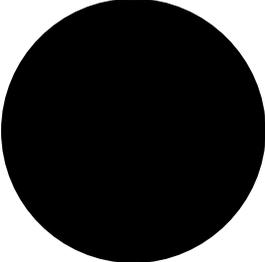
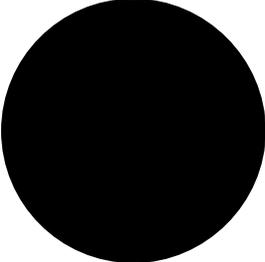
Puzzle #3

- 1) First person singular
- 2) Add insult to injury
- 3) Elevator out of order
- 4) Cubed steak
- 5) No two ways about it
- 6) It's a small world after all
- 7) The odds are overwhelming
- 8) High seas
- 9) Getting it all together
- 10) Jai (high) alai
- 11) A break in custom
- 12) Mad about you
- 13) Teetotaler
- 14) Singing in the rain
- 15) The good, the bad, the ugly
- 16) Call it a day

Puzzle #4

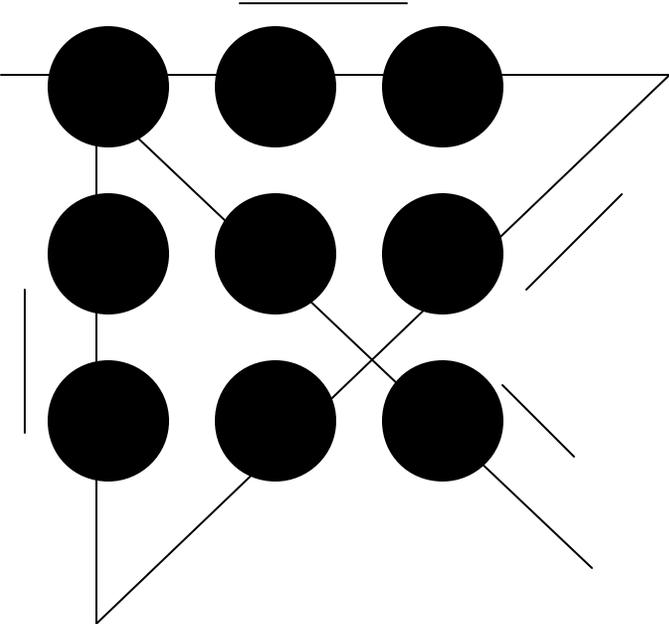
- 1) It's up to you
- 2) Different strokes
- 3) The start of something big
- 4) Just in case
- 5) Fouled up
- 6) Jay walking
- 7) Just between you and me
- 8) Time's up
- 9) Deep sea fishing
- 10) Forget it
- 11) More to it than meets the eye
- 12) Space invaders
- 13) That is beside the point
- 14) Water under the bridge
- 15) Highway overpass
- 16) Making ends meet

Outside the Box Worksheet

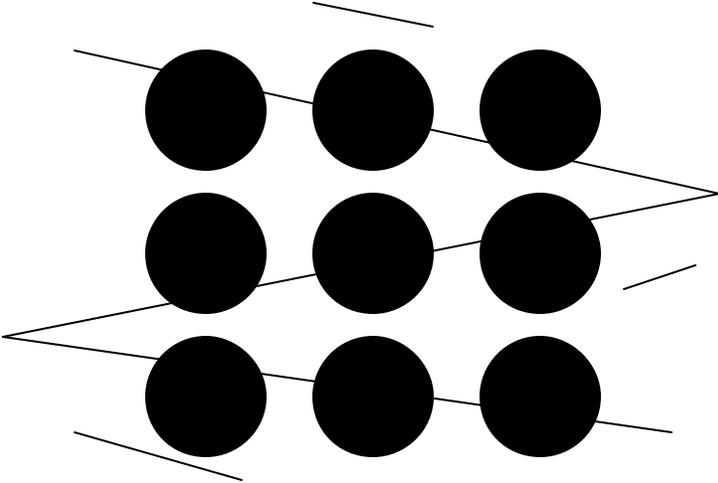


Outside the Box Answer Sheet

4 lines:



3 lines:



Team Boggle Worksheet

Rules for Team Boggle: Each team member in turn contributes a word. To count, the letters must each connect to the previous letter by a side or a corner. For example, "Fit" and "Finite" count, but "Few" does not.

Scoring: Each word is worth the square of the number of letters it contains. For example, a four letter word is worth 16 points (4x4).

Goals: Make as many points as possible by _____

TeamBoggle

F	I	N	E	I
J	T	I	E	O
D	E	S	E	L
W	L	T	F	I
I	D	U	E	N

Event Planning Form

Event:

Date, Time, Location:

Facility Setup (tables, chairs, equipment, etc):

Publicity (invitations, flyers, think about who, when, where, etc):

Goals for Event:

Attendance For Event (Who, how many, etc.)

Budget For Event (How much and for what):

Supplies Needed:

Correspondence necessary (think about any necessary approvals, waivers, contracts that must be signed, as well as security, presenters, speakers, catering, event staff, servers, etc):

GOAL SETTING

What is your goal?

Action Steps:

- 1)
- 2)
- 3)
- 4)

Resources to help me accomplish this goal:

Estimated Completion Date: _____

What is your goal?

Action Steps:

- 1)
- 2)
- 3)
- 4)

Resources to help me accomplish this goal:

Estimated Completion Date: _____

Unequal Resources Task Sheet

Each group is to complete the following tasks:

- 1) Make a 3 x 3-inch square of white paper
- 2) Make a 4 x 2-inch rectangle of gold paper
- 3) Make a 3 x 5-inch T-shaped piece of green and white paper
- 4) Make a four-link paper chain, each link in a different color
- 5) Make a 4 x 4 flag in any three colors

The first group to complete all the tasks is the winner. Groups may negotiate with each other for the use of needed materials and tools on any mutually agreeable basis.

NOTES