Retreats That Work

The Student Body Retreat

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303-982-6096

Retreats That Work
The Student Body Retreat

1. Why the Student Body Retreat?
2. Planning Logistics
    a. Permission Slips
    b. Advanced Application
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    e. Parent Involvement
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    c. The Wall
    d. Cross the Line/Challenge Night
    e. Letters from Loved Ones
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SAINTS
JEFFERSON JR./SR. HIGH SCHOOL

2305 PIERCE ST.
EDGEWATER, CO
80214
SCHOOL #: 303-982-6056
FAX #: 303-982-6057

Dear Parent or Guardian: October 2, 2015

Your student has been invited to attend the 2015 Jefferson High School Principal's Student Body Leadership Retreat. The purpose of this experience is *to engage student leaders in meaningful activities which will enhance their high school experience and to create connections between diverse student groups.*

The retreat will take place from November 4-6, at the Ponderosa Retreat and Conference Center in Larkspur, Colorado. A school bus will leave JHS at 3:45pm on Wednesday, November 4th, and will return to school around 3pm on Friday, November 6th. Students will miss two days of classes on Thursday and Friday – school excused.

Space is limited to sign-up for this experience. I strongly encourage you to allow your student to attend this amazing retreat which will allow your students to meet new friends, learn valuable leadership lessons, and learn from a diverse group of JHS students (this retreat is not religious in nature).

The cost of the retreat is $50.00 and includes all meals, transportation, and lodging. Students should bring some goodies for snacks (optional), a sleeping bag or blanket, pillow, toiletries, warm comfortable clothes, comfortable shoes, and a towel.

Please return this form with a check or cash to Jefferson H.S. for $50.00 and have your student return it to the main office at JHS by Friday, October 16th. Sign-ups are on a first-come first-serve basis and spots will fill up quickly! <u>There are also scholarships available and payment plans that can be arranged – see Mr. James in the main office with questions.</u>

Again, I urge you to allow your student to attend this worthwhile experience. The retreat will be staffed by a team of teachers and administrators, with trained students that will lead the groups – we can't wait to see what this group of potential leaders has to offer! If you have any questions, feel free to contact Michael James at (303)-982-6096.

Sincerely,
Michael James

Jefferson High School
Principal

PARENT INFORMATION FORM -

Who: Jefferson High School students that want to better their leadership skills.

What: JHS Principal's Student Body Leadership Retreat

When: November 4-6, 2015

Bus departs at 3:45pm on Wednesday, November 4th.

Bus will return to JHS by 3pm on Friday, November 6th.

Where: Ponderosa Retreat and Conference Center

Larkspur, CO

(719) 481-2482

Parents keep this half

Tear off this half and return to the main office.

Name of Student: (Print) _____

Name of Parents or Guardians: (Print) _____

_____

Phone number for parent/guardian communication: _____

Second phone number if 1st cannot be reached: _____

Is your preferred language spoken at home English or Spanish? _____

I give my student approval to be transported by JeffCo Schools transportation to and from the retreat at the Ponderosa Retreat Center, from November 4-6, 2015.

Parent Signature: _____

Date: _____

Advanced Leadership Retreat Application
Return to Mr. James by Friday, October 16th.

Name: _____ Grade: _____

Please answer the following questions:

1. List three examples that explain how you have been a student leader at JHS since the last retreat. Give a brief description of how you exemplified leadership within the example.

*_____

_____

*_____

_____

*_____

_____

2. How have you been a role model to your peers at JHS?

_____

_____

_____

_____

3. What is something that you would like to change at JHS? What are you willing to do in order to make this change?

_____

_____

_____

_____

4. What did you learn the most as a participant in your last retreat?

_____

_____

_____

_____

5. What was the best part of the last retreat?

_____

_____

_____

_____

6. What do you believe you have done for JHS that makes you deserving of this advanced experience?

_____

_____

_____

_____

2014 Jefferson High School Student Body Retreat
November 5-7, 2014
Family Groups

Monique Montano	12F
Blue Team	
Priscilla Arredondo	9F
Kyle Cisneros	10M
Edgar Diaz	11M
Andrea Lopez	10F
Laura Solis	12F
Esteban Torres	10M

Carina Wilson	12F
Purple Team	
Jenny Arriaga	10F
Josh Bejarano	11M
Vianey Chacon	12F
Alan Gonzalez	10M
Gia Ramos-Millan	9F
Julian Salazar	9M

Antonio Olivarez	12M
Red Team	
Isabella Gallegos	9F
Jacob Gomez	12M
Jelissa Gonzales	9F
Elissa Jaramillo	11F
Alex Segura	11M
Larissa Torralba	10F

Stefan Jones	12M
Pink Team	
Brittnie Castillo	12F
Selyna Gonzalez	9F
Janessa Kiome	10F
Angello Mata	11M
Sierra Sanchez	9F
Manny Wilson	11M

Jovani Trujillo	12M
Yellow Team	
Angelica Dole	10F
Oscar Lopez	10M
Jesus Meraz	11M
Brandy Quintana	9F
Bailie Romero	11F
Obed Ruedas	12M

Destiny Villalovas	12F
White Team	
Lupe Avitia	11F
Fabian Estrada	10M
Francisco Rodriguez	11M
Luis Rosa	10M
Joe Salazar	11M
Heaven Vigil	9F

Level 2 - Brown Team	
Daniel Angeles	11M
Jason Avendano	10M
Casey Barretero	11F
Daniela Caldera	11F
Nora Campos	11F
Jazlyn Correa	10F
Joseph Cruz	10M

Level 2 - Green Team	
Brian Gonzalez	12M
Blanca Mejia	11F
Vanessa Serna	11F
Yaya Silva	11F
Alex Solis	10M
Chanthal Vargas	11F

Chaperones

Jesus Bujanda
JoAnn Euler
Christina Gese
Michael James
Julian Martinez
Josh Shellard
Kelly Tittle
Nicole Wray

Student Body Retreat Group Leader ToDo List:

1. Prepare for your leadership challenge.
    a. You will be presenting a 3-5 minute challenge to the students on the retreat. Think about something that you have gone through/experienced that has taught you a meaningful lesson. You will share that story and message with the group and then hand them a small token reminder of the message.
2. Select 2 "Leadership Songs" that you would like to present to the group. The songs need to be meaningful and appropriate. Consider selecting a song that makes you "think deeply" about your life, represents something important to you, or has great leadership meaning that you feel students will enjoy.
    a. A leadership CD will be made and handed out to all students.
3. We need about 10-12 more boys to attend the retreat. Recruit boys! There is at least this amount that have taken paper work and not returned it.
4. Meeting during lunch next Monday, October 28th, in the office conference room. MJ is buying pizza.

Student Body Retreat ToDo List:

1. Prepare for your leadership challenge.
    a. You will be presenting a 3-5 minute challenge to the students on the retreat. Think about something that you have gone through/experienced that has taught you a meaningful lesson. You will share that story and message with the group and then hand them a small token reminder of the message.
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Hello, this is _____ from Jefferson High School, and I am calling in reference to the Student Body Retreat that your student _____ will be attending November 4th-6th.

I wanted to remind you of some important information and then share with you a special activity that we will need your help with.

The bus will leave for the retreat at 3:45pm (after school) on Wednesday, November 4th. Students will miss two days of school – school excused. We will return to Jefferson High School by 3pm on Friday afternoon. It will be a great retreat, meant for students to meet others in different social groups while gaining valuable leadership experiences. There will be 6 chaperones attending the event, including the Principal and 1 Assistant Principals.

On Thursday night, we will be doing an activity which focuses on the importance of family and loved ones. We are asking each family to supply at least 2 letters for your student (but you can get as many as you would like). The letters should be from parents and guardians first, and then relatives, etc. They should be written directly to the student (Dear John) and will not be read aloud to others at the retreat. Concentrate on positive memories, hopes, and how proud you are of your student. All letters must be either dropped off at Jefferson High School or e-mailed to Michael James by Monday, November 3rd, at 3pm.

Mr. James' e-mail is:

mijames@jeffco.k12.co.us

This is a surprise activity – your student cannot know that this activity is happening!

If you have any further questions, please call Michael James at 303-982-6096.

Leave messages for them to get back to you but do not leave the surprise activity information on your message.

Attention all Student Body Retreat Attendees!!!!

Get ready for an incredible experience!

Please read the following information carefully:

1. **Excused from classes on November 5th and 6th**
    a. Please have your teachers fill out the extended absence form. This will let you know what you are missing for work.
2. **Departure/Return**
    a. The bus will leave JHS from the south parking lot at 3:45pm on Wednesday, November 4th. Do not be late – we will not wait for you.
    b. The bus will return to JHS by 3pm, on Friday, November 6th. Let parents know that you will call them from the bus when we are 20-30 minutes from the school. Please have all rides organized for pick-up.
3. **Packing/luggage logistics**
    a. Bring all luggage to the main office conference room from 7:30am-7:55am, on Wednesday, November 4th. The room will be locked for the day. Meet back at 3:35pm to get your luggage in order to board the bus. You will not have access to your luggage during the day.
    b. All luggage will be searched before boarding the bus. Any illegal substance, etc. found will result in immediate police involvement.
    c. Pack lightly, be ready to hold some of your luggage in your lap on the bus due to storage
    d. Pack: warm clothes, sneakers, towel, toiletries, **sleeping bag or blanket**, a fitted sheet, pillow, shower supplies, snacks to share (optional). All clothes should be comfortable.
4. **See Mr. James in the main office with any questions! Parents can call 303-982-6096.**

JHS Student Body Retreat
November 4-6, 2015

Wednesday, November 4th

3:45pm	Leave JHS
5:15pm	Arrive at Ponderosa
	Rules/ Expectations
	Why Are We Here?
	Icebreakers
6:00pm	Dinner
7:00pm	Icebreakers
8:30pm	Level 1 - Family Group #1
	Tell Us About
	Level II – Meeting #1
9:15pm	Olympic Games
10:15pm	Level 1 - Family Group #2
	Learning to Communicate
	Prepare for the Wall
	Level II – Meeting #2
11:00pm	Level 1 - The Wall
	Level 2 – The Hike 3
12:00am	Leadership Challenges
12:30am	Lights Out

Thursday, November 5th

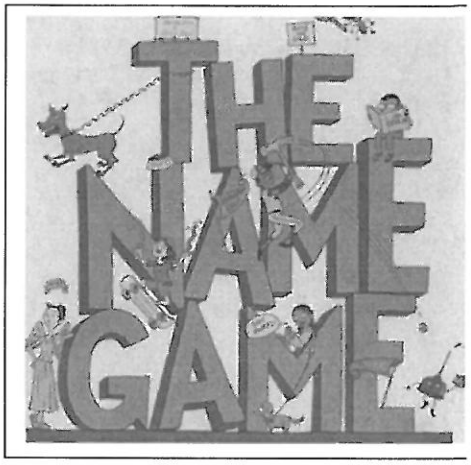
8:00am	Breakfast
9:00am	Morning Icebreakers
9:30am	Craft Time
11:00am	Family Group #3
	Listening Dyadic
	Level 2 – Meeting #4
12:00pm	Lunch
1:00pm	Disney Skit Preparation
2:00pm	Disney Skit Performances
3:00pm	Dyadic Encounter (2 rounds)
4:00pm	Trust Activities
5:00pm	Level 1 - Family Group #4
	Bullseye
	Level 2 – Squat Game
6:00pm	Dinner
7:00pm	Giving…
8:00pm	If You Only Knew Me…
	Cross the Line…
	Touch Someone Who…
9:30pm	Level 1 -Superfriend ,
	Stories, Writing Reflection
	Level 2 – Making a
	Difference
11:00pm	Speak Out for Strength, Pass
	the Candle
12:30pm	Light's Out

Friday, November 6th

8:00am	Breakfast
9:00am	Cleaning/Packing
9:30am	Golden Bricks
11:45pm	Lunch
12:30pm	Bus Arrives
2:00pm	Home at JHS

Rules:

- Be respectful when anyone is talking.
- Know the moment – serious vs. fun times.
- Be appropriate.
- Eat all meals.
- Attend all meetings on time.
- Sleep during the night.
- No males in females' rooms and vice versa.
- No drugs or alcohol = police.
- All school rules apply.
- Drink water.
- Take care of yourself.
- No getting sick!
- Respect your leaders.
- Have an open mind.
- Have fun!
- No texting during any meetings! Phone can be used for taking pictures only!



Name Game with Motions

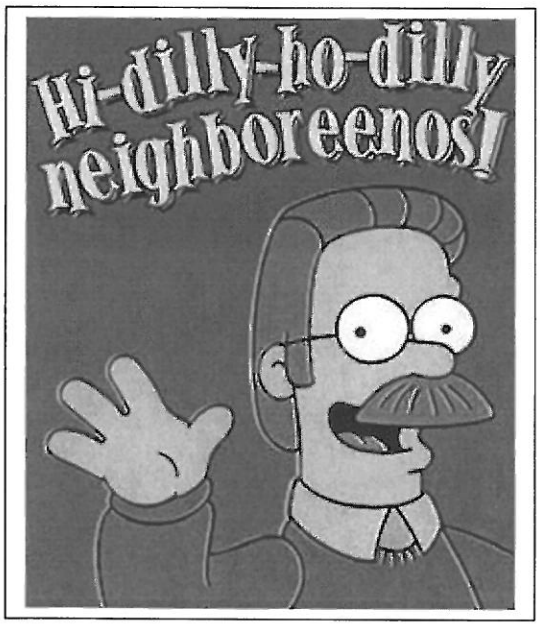
Directions:

1. STAND IN A CIRCLE AS A GROUP
2. ASK EACH PERSON TO SELECT AN ADJECTIVE THAT MATCHES THE SOUND OF THE FIRST LETTER OF YOUR NAME (MAGICAL MICHAEL / VICIOUS VICENTE)
3. NEXT SELECT A MOTION THAT GOES ALONG WITH THE DESCRIPTION.
4. START WITH YOURSELF AND HAVE EVERYONE REPEAT YOURS.
5. GO AROUND THE CIRCLE AND REPEAT NO MORE THAN 5 TO 7 NAMES AT A TIME.
6. AT THE END, SEE IF THERE IS ANYONE WHO CAN NAME EVERYONE IN THE GROUP.

Going on a Picnic

Directions:

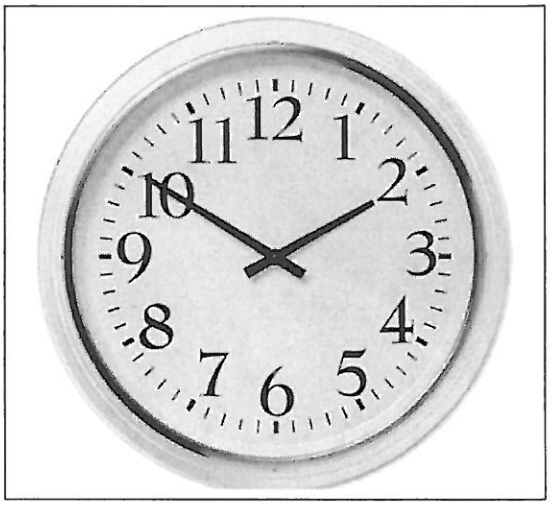
- Stand all participants in a circle.
- Each participant will need to select something that they will be bringing to a picnic that begins with the same letter or sound of their first name. They repeat their name and then the word. They also create a motion to go along with the word: ***Michael Mangos.***
- All participants also repeat the name/word and do the motion. You can repeat as many names in a row as you would like (Rule of 5 works well).
- Make sure your students are positive when selecting their words!



DO YOU LIKE YOUR NEIGHBOR

Directions:

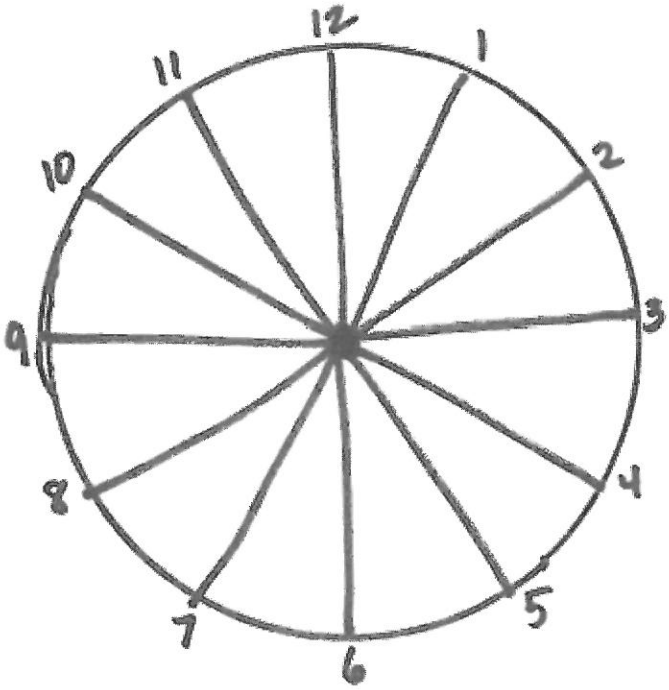
1. EVERYONE MUST HAVE A CHAIR IN A CIRCLE WITH THE EXCEPTION OF THE ACTIVITY LEADER (WHO STANDS IN THE MIDDLE OF THE CIRCLE)
2. ASK ONE PERSON "DO YOU LIKE YOUR NEIGHBOR?"
3. THEY HAVE TO ANSWER YES OR NO AND THEN:
    A. IF YES, INTRODUCE BOTH NEIGHBORS TO EACH SIDE. THEN SAY, "BUT I'D REALLY LIKE TO KNOW SOMEONE WHO…." (HAS BEEN TO FLORIDA, HAS BLOND HAIR, PLAYS FOOTBALL, ETC.) AT THIS POINT ALL PARTICIPANTS WHO "HAVE BEEN TO FLORIDA," ETC. WOULD GET UP FROM THE THEIR CHAIR AND MOVE TO ANOTHER OPEN CHAIR.
    B. IF NO, THAT IS ALL THEY SAY AND THE TWO NEIGHBORS AROUND THAT PERSON NEED TO TRY AND TRADE PLACES BEFORE THE PERSON IN THE MIDDLE TAKES ONE OF THEIR SEATS.
4. WHEN CHANGING CHAIRS, YOU NEVER GO BACK TO THE CHAIR THAT YOU STARTED IN OR TO A NEIGHBORING CHAIR.
5. THE OBJECT IS TO NOT BE THE ONE LEFT IN THE MIDDLE OF THE CIRCLE.
6. OFTEN, THE GAME IS ONLY PLAYED WITH THE "YES" RESPONSE



Appointments

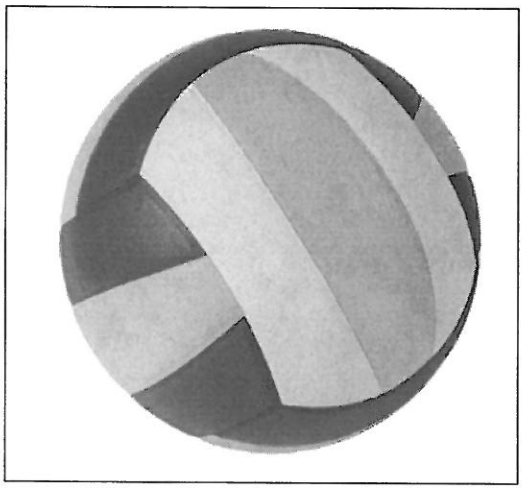
Directions:

- Using a paper plate, draw twelve lines from the center point to the 12 numbers on a clock.



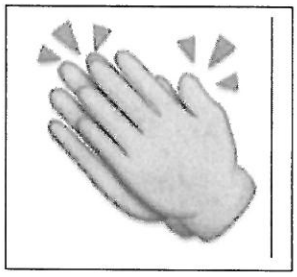
- Give your students 3 minutes to write the name of 12 other students on each of the lines corresponding to a particular number/time. (Both students should put their name on each other's plate on the same numbered line.)
- Create a list of questions that correspond to the numbers, etc.
- Ask your students to meet with their "6 o'clock appointment", etc. When the students find their partner, you ask them a question connected to your curriculum.

Imaginary Volleyball



Directions:

- Divide your group into two teams and have the teams face each other as if they were on a volleyball court.
- Tell the players that they are to play just as they would on a court with a ball and net, but acting out the motions of hitting the ball.
- The "ball" must be "hit" 3 times on each side.
- Each time a player "hits" the "ball," he or she must call out the name of the person the "ball" is "hit" to.
- The third person on a side to "hit" the "ball, " hits it over the net by calling the name of a player on the other team.
- A team scores a point when the other team makes a mistake by not saying a name or by saying the wrong name..



When Somebody Claps Twice

Directions:

- Cut out all 26 statements and hand them out to your students. (You can create more statements or have students do more than one.)
- Be sure to give a bag of candy to the student that has the final statement.
- Explain to the students that this is a communication activity that will be timed.
- If everyone listens, expresses themselves clearly, and completes their task, there will be a reward at the end of the activity.
- When you are ready to begin, CLAP TWICE and start your timer.

(When Somebody Claps Twice statements are on the next two pages)

When Somebody Claps Twice Statements

When somebody claps twice, stand up and say, "good morning."

When somebody says "good morning," get up and turn off the lights.

When somebody turns off the lights, yell, "It's dark in here!"

When somebody yells "It's dark in here!" get up and turn on the lights.

When somebody turns on the lights, stand up and spin around twice.

When somebody spins around twice, make a loud cow noise.

When somebody makes a cow noise, stand up and say, "I'm glad to be here!"

When somebody says "I'm glad to be here," stand up and flap your arms like a bird.

When somebody flaps their arms like a bird, stand on your chair.

When somebody stands on a chair, say, "Get down from there! You're gonna get hurt!"

When somebody says, "Get down from there! You're gonna get hurt," make a loud sneezing sound.

When somebody makes a loud sneezing noise, feel the forehead of the person next to you and shout, "Somebody get a doctor!"

When somebody shouts, "Somebody get a doctor," recite the alphabet loudly.

When somebody recites the alphabet loudly, walk around the activity leader (teacher) three times.

When somebody walks around the teacher/leader three times, laugh loudly.

When somebody laughs loudly, stomp your feet.

When somebody stomps their feet, do a cheerleading move and say, “Rah Rah Rah!”

When somebody does a cheerleading move and says “Rah Rah Rah,” shake hands with the person next to you and loudly say, “Nice to meet you!”

When somebody says, “Nice to meet you,” say, “I have a question.”

When somebody says, “I have a question,” yell, “The answer is seven.”

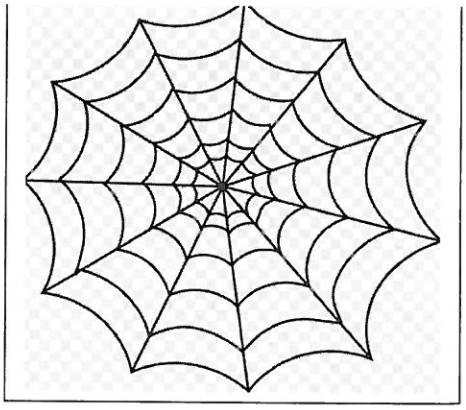
When somebody says, “The answer is seven,” go to the front of the room and make the letter Y with your body.

When somebody makes the letter Y with their body, grab two other people, go to the front of the room and make the letters M, C, A, and then sing “Y-M-C-A.”

When somebody sings “Y-M-C-A,” hop on one foot for five seconds and say, “I’m a rabbit.”

When somebody says “I’m a rabbit,” say, “Here comes Peter Cottontail!”

When somebody says, “Here comes Peter Cottontail,” take the bag of candy and give everyone a piece!



Spider Web

Supplies: 1 ball of yarn per group

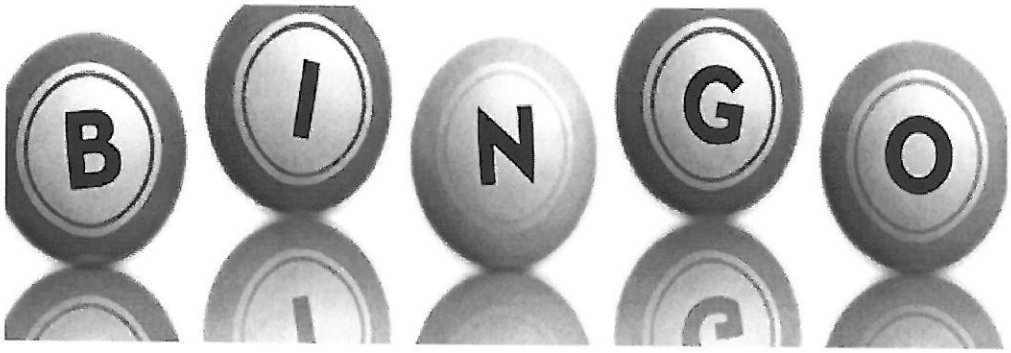
Directions:

- All particpants stand or sit in a circle.
- The leader begins the activity by stating his or her name and something that he or she likes to do (any question you want). ***My name is Michael and I like to dance!***
- He or she tosses the ball of yarn while holding the end. Each person completes the activity until an entire web is formed by the group.
- *Variation – ask each student to prepare a question about the curriculum you are studying. You can also do more than one round and ask new questions.*

Bio Bingo (Math Bingo, etc.)

Directions:

- Decide your 16 questions and fill them into the Bingo grid.
- Students need to get the answer to each question along with the signature of the classmate who answered.
- Winners are the first ones to get one bingo, two bingos, 4 corners, full sheet, etc.
- Tweak the rules as you see fit.



BIO BINGO

Kind of animal that describes you.	Birthday Month	Last movie you've seen.	Favorite music group
Your dream car	Sport you most enjoy watching.	Your height	An adult you really admire.
The length of time you take in the shower.	Your favorite cartoon	Something you were afraid of when you were little.	Number of teeth that show when you smile
Your first choice in breakfast cereals	Your middle name	Your pet peeve	Your favorite subject to study

MATCH UP

This is a variation of the television game show "The Match Game." Divide into two or more teams of equal number. Have each team select a team captain who goes to the front of the room with the other team captains. Everyone, including the team captain should have several sheets of paper and pencils.

The leader then asks the entire group a question, such as "Who is going to win the World Series this year?" Everyone, without discussion, writes his or her answer down on one slip of paper. If the answer matches their team captain's, then they earn a point for their team. In other words, if the team captain answered, "The Dodgers," then his or her team would get a point for every other answer from that team which also was "The Dodgers."

Some sample questions:

1. If your captain were going to repaint this room, what color would he/she choose?
2. Which of these countries would your team captain most like to visit: France, Mexico, Australia, or Japan?
3. Which of the seasons is your captain's favorite: Winter, Spring, Summer, or Fall?
4. Which subject is your captain's favorite: Math, Social Studies, Science, or English?
5. Which sport is your captain's favorite?
6. How many children do you think your captain will have in his/her life?

5-6-7-8

This movement activity incorporates music and is a great way for large groups to meet and talk.

General directions: When the music starts - use different movements around the room. When the music stops, introduce yourself to a new person & share. You must find a different partner each time the music is turned off!

Part ONE: meet 5 partners

Start 1st song & motion.
Sample music /motion: Beach Boys, "Fun, Fun, Fun" / "the swim"
Music stops-1st partner introduction
Sample share: your first car or your dream car
Action: Say 5-6-7-8 and Jump in place 4 times.

Start 2nd song & motion.
Sample music & motion: Cheryl Lynn, "Got To Be Real" / "disco strut"
Music stops-2nd partner introduction
Sample share: a memory of a favorite teacher or favorite teaching memory
Action: Grapevine right-Grapevine left

Start 3rd song & motion.
Sample music & motion: Willie Nelson, "On the Road Again" / "saunter"
Music stops-3rd partner introduction
Sample share: favorite vacation or dream vacation
Action: Right slide front-left slide front, right slide front, left slide front
or two step right, two step left ("challenge by choice")

Start 4th song & motion.
Sample music & motion: The Go-Go's, "We Got the Beat" / "80's bounce-step"
Music stops- 4th partner introduction
Sample share: Favorite book or movie
Action: Slap thighs 2 times, clap two times and raise the roof
(raise the roof = raising hands into the air four times).

Start 5th song & motion
Sample music & motion: Barry Manilow, "Copacabana" / "Cha Cha"
Music stops-5th partner introduction
Sample share: a gift on your wish list
Action: Four steps backwards starting with your right leg, counting 1-2-3-4.

Part TWO: re-meet your 5 partners

Now call for participants to find partner 1 and do that motion, find partner 2 and do that motion, etc., until they have practiced at least once with each partner.

Part THREE: Dance!

A. Perform the line dance by putting all the actions together in order.
B. Perform line dance with the music: "5-6-7-8" from CD Best of the Steps (available on iTunes)

Sandy Ginger - CCSD Student Activities - Ginger@interact.ccsd.net - 702/799-8474
Adapted from John S. Hichwa - AAHPERD National Convention - April 2006

The Captain Is Coming!

Captain is coming – salute
At Ease!
Swab the Deck –1
Raise the Sail – 2
Man Overboard – 3
Light House – 4
Chow Down – 5
Row Your Boat -6

COUNT OFF

36

10 Minute lesson Plans

FOCUS

To help the group realize that working together is difficult even when people are trying to work together. Imagine what it is like when we are pulling in different directions.

SUPPLIES

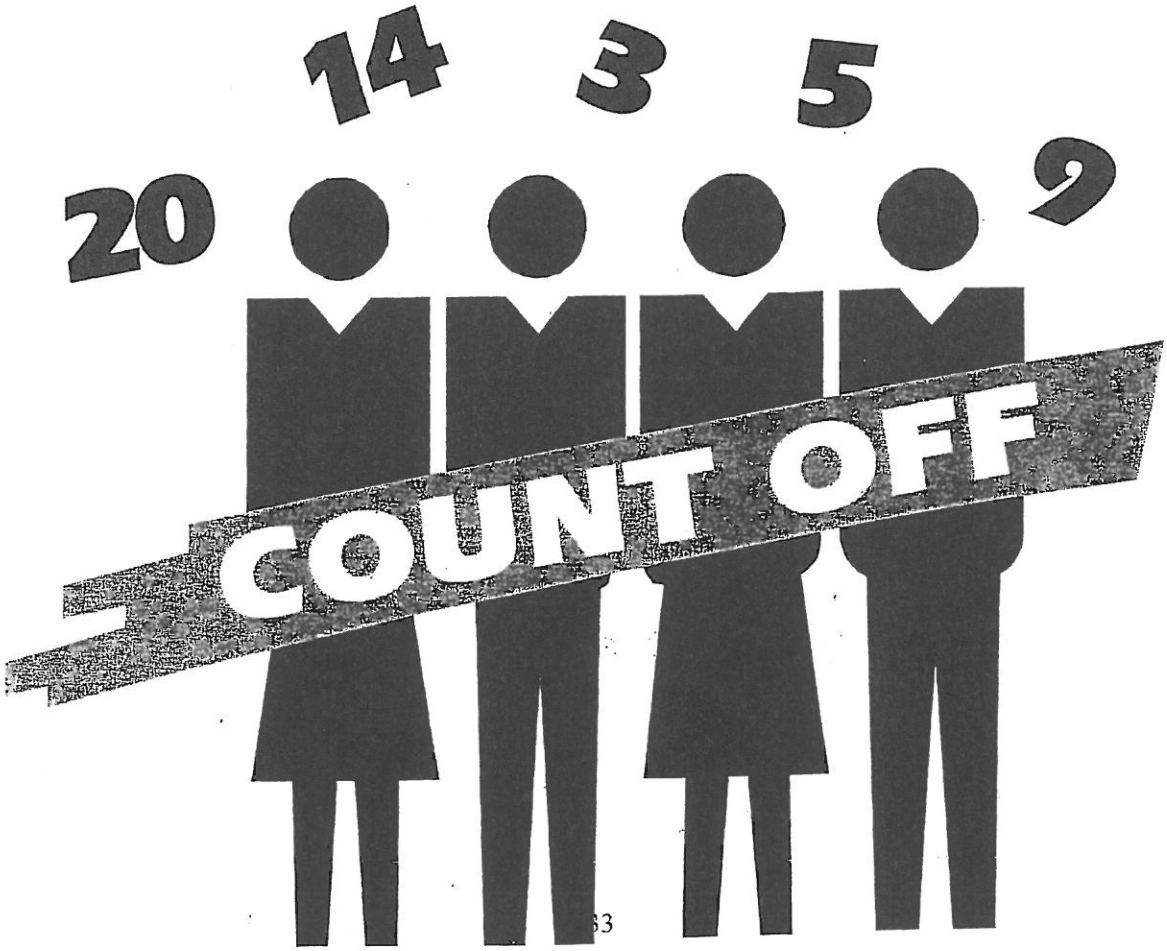
None.

INSTRUCTIONS:

Explain to the group they are to count out loud from 1 to 20 in consecutive order. As a group they need to do this but they cannot discuss strategy to do so. They cannot point or direct people to say a number. Each person must say at least one number. .If your group is small enough they will need to say more than one number they should not say two numbers in consecutive order. The group must not just count in order, but must work together. If anyone says the same number as someone else at the same time the group must begin at one again. *If you have more than fifteen people, create another group.*

PROCESSING:

- What made this a challenge?
- How did you finally complete the challenge?
- What strategy did you use personally to help this work?
- What makes it difficult to work with other people?
- What can a person do to try to make a group more successful?



36 A SING DOWN

10 Minute lesson Plans

FOCUS

Group energy, teamwork, image.

SUPPLIES

Piece of paper and writing instrument for each.

INSTRUCTIONS:

Divide group into teams of 5 or 6. Explain that you are going to name a category. They will have one minute to write down as many songs as they can think of that have that category in a famous lyric. Someone must be able to sing the lyric. For instance, if the category were 'dogs', then a team might write down "How much is that doggy in the window?" The songs could have the name of specific kinds of dogs, or the word dog. It will be up to the group whether a particular lyric qualifies. Once the minute is up, have the group put their pens away, no more writing allowed. Begin with one group and tell them they have to sing the first song on their list. If another group has that song on their list, they must scratch it off. The groups take turns singing one of the songs from their list until only one group has a song that no one else has sung. That group is then declared the winner.

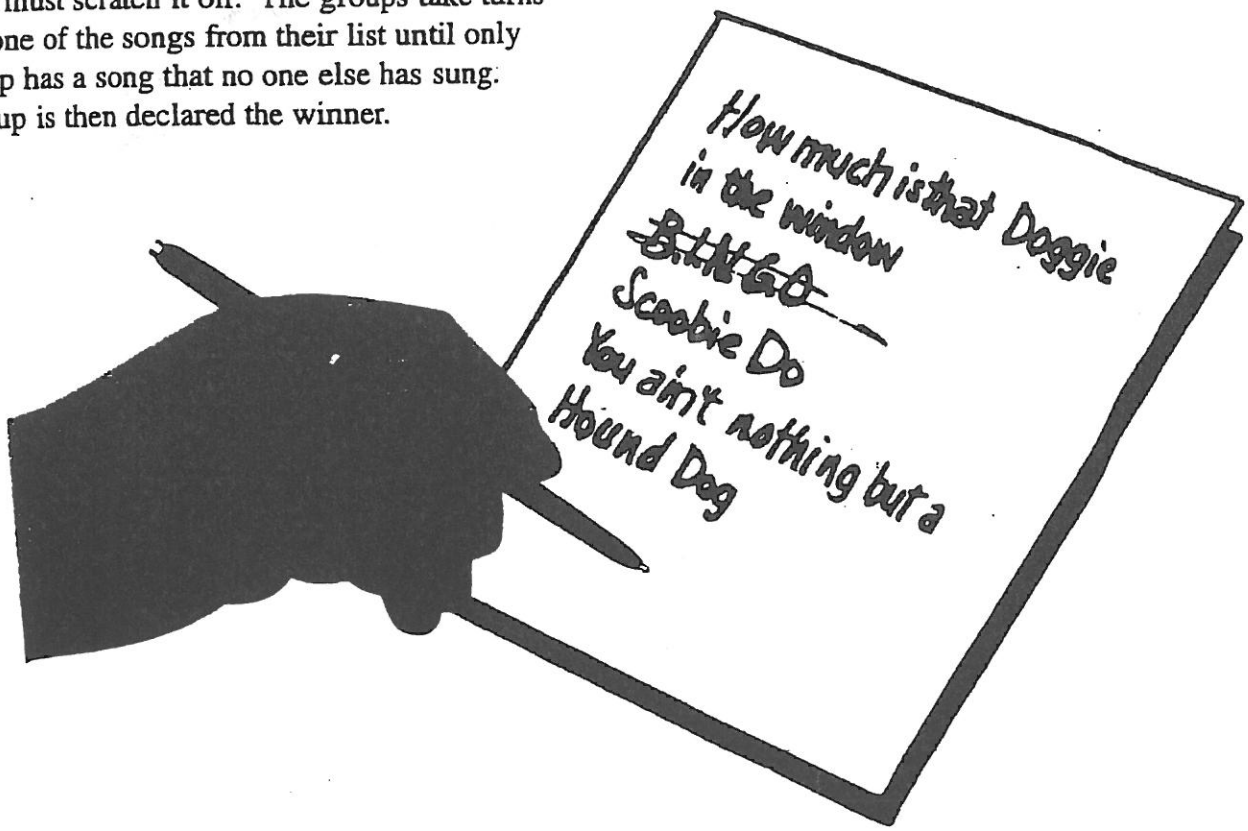
Possible Topics:

- Animals
- Women's Names
- Men's Names
- Time
- Cars
- Countries
- States
- Numbers

PROCESSING:

Discussion:

- How well did your team work together?
- What made the activity fun?
- Did you feel competitive with the other teams?
- Did that make you more or less successful?



Lap Stack Questions

Move to the right if you have ever…

1. used someone else's toothbrush
2. used hairspray as deodorant
3. dreamed you went to school without your clothes
4. been in love
5. have on lipstick
6. snow skied
7. read a book over a 1,000 pages
8. gone to school without brushing your teeth
9. had your ear pierced
10. been in a fist fight
11. have taken more than 3 AP classes
12. country danced
13. stayed up all night
14. are wearing a ring
15. been on a double date
16. slept in your clothes
17. had braces
18. sing in the shower
19. forgotten your deodorant
20. worn glasses
21. given a speech in front of your student body
22. have driven a tractor
23. been pulled over and gotten a ticket
24. skinny dipped
25. had your wisdom teeth removed
26. been out of the country
27. milked a cow
28. driven a car without a license
29. been camping
30. been in a car wreck
31. eaten pizza for breakfast
32. been to the circus
33. prayed before a big test
34. been sent to the principal
35. broken a bone
36. swam in the ocean
37. chewed someone else`s gum
38. seen your parents kiss on the lips in the last year
39. had surgery
40. gotten detention
41. slept for more than 13 hours
42. Were nervous about coming to BASIC

TELL US ABOUT...

1. Something you are proud of about your family.
2. How you spend your free time (after school hours and weekends).
3. Something that you are proud of that you own.
4. Something you can do now that you couldn't do a year ago.
5. A gift you have given and are proud of.
6. How you helped someone once.
7. What you look for in choosing a friend.
8. Something you are proud of that you have written, drawn, or made with your hands.
9. Something good that has happened as a result of a choice you made.
10. Something important that you are planning to do.
11. Whether you prefer to make choices yourself or have others make choices for you.
12. Something you are proud of that you have worked hard for.
13. Something good you have done that not many people know about.
14. A funny thing you did of which you are proud.
15. A difficult choice you made recently.
16. Something you did that took courage to do.
17. Something important you decided in which you made the choice all by yourself.
18. A goal that you have set of which you are proud.
19. A belief or value you hold strongly and what you do about it.
20. Something difficult that you learned that you are proud of.
21. A choice you made in which more than two alternatives were involved.
22. Something that is an important pattern of behavior or a regular habit in your life.
23. A stand you have taken of which you are proud.
24. Who you go to for advice when making important or difficult decisions.

Learning to Communicate

1. Why do you see people in school and never talk to them?
2. If you could spend 1 year in perfect happiness, but not remember anything afterwards, would you do it?
3. What is your most treasured memory?
4. Whom do you most admire?
5. Will the world be better/worse in 100 years?
6. If you could be someone else for 1 day, would you? If so, who?
7. Would you accept $1 million to leave your country and never enter again?
8. If you lived to 90 and could choose to keep your body or mind from 30 years old on, which would you choose?
9. What ability/quality do you wish to have that you don't already?
10. What quality do you look for in friends?
11. What one thing would you change about your past?
12. Who would you invite to your dream dinner?
13. Would you rather play a game with someone more or less talented than you?
14. What do you strive for most in life? Accomplishment, security, love, power knowledge.
15. Would you rather win a individual or team championship in sports?
16. What would you do with a free hour? $100
17. What is your greatest fear?
18. What is your parents' best advice? Most valuable thing learned?
19. What is the greatest crime a human can commit?
20. What do you hope to be doing 10 years from now?
21. What is the best thing anyone has done for you?
22. If you could live at another time and place, when and where would it be?
23. What assumption do people make about you that is not true?
24. How do you want to be remembered?
25. What is the greatest problem in the US?
26. Is it easier to take or give criticism?
27. What leadership qualities do you most admire?
28. Choose 1 word to describe a sunset?
29. Why do you want to be a leader?
30. What faults do you see in adults that you hope not to have?
31. Complete this sentence: " Peer pressure is _____?
32. If you could thank one person, who would it be?
33. Whom do you turn for for help?
34. Who has influenced you the most?

35/ What makes you feel most secure/insecure?

Listening Dyadic Questions

We must LISTEN. This is not a debate! We are not here to disagree. We are here to seek the person that is each of us. Too often we defend our own little worlds without listening to all the hearts beating around us. Read each question and try to answer honestly with only your partner present.

The Questions

1. Who is the most relevant person in our time?
2. What is the title of the last book you read?
3. What is the best movie you have ever seen?
4. What first comes to your mind when you hear the word sincerity?
5. What can you say about your partner(s) so far from this conversation?
6. What is the most beautiful thing about people?
7. What is the most honest thing you have known?
8. What physical thing do you want to build more than anything else?
9. What do you like to do most with a free hour?
10. How would you describe your partner to a friend?
11. What force of history are you most aware of as you plan your life?
12. What is the most significant event of the last three months?
13. On what basis do you select your friends?
14. What is the most overwhelming thing you know?
15. Why did you choose to come on this retreat?
16. What things make you feel most humble?
17. What is the greatest value that guides your life?
18. If you could choose to be an animal other than man, what animal would you choose and why?
19. What is the best book you have ever read?
20. Who is a role model for you so far in life and why?
21. What do you feel when you stand on the shore of an ocean or lake or river?
22. How would you symbolize the human soul? (A rose, a sunset, a fountain, a dove, etc)
23. What sound would you use for beauty?
24. If you could travel to one place in the world, where would you go first?
25. What sound would you use for beauty?
26. How would you describe your advisors to your partner?
27. What is your strongest emotion?
28. What word best describes your total life up to this moment of time?
29. What is the most beautiful thing you have ever seen?
30. Share your perception of your partner with them as a result of this conversation.

Bullseye

1. WHO DO YOU WANT TO KNOW BETTER IN THIS GROUP?
2. WHAT WOULD YOUR BEST FRIEND SAY ARE YOUR BEST TWO QUALITIES?
3. WHAT WAS THE LAST THING YOU REGRET DOING?
4. WHAT FRUSTRATES YOU ABOUT HOW PEOPLE PERCEIVE YOU?
5. WHAT GETS IN THE WAY OF YOU BEING A BETTER PERSON?
6. ARE YOU A ROLE MODEL? WHY OR WHY NOT?
7. IF YOU COULD LIVE OUT ANY CHILDHOOD DREAM, WHAT WOULD IT BE?
8. WHAT, IN LIFE, INTRIGUES YOU?
9. WHAT IS THE HARDEST THING YOU HAVE EVER GONE THROUGH?
10. WHO, OUTSIDE OF THIS GROUP, DO YOU LOOK UP TO AT SCHOOL?
11. FOR WHAT IN YOUR LIFE DO YOU FEEL MOST GRATEFUL?
12. IF YOU COULD BE A CARTOON CHARACTER, WHO WOULD YOU BE?
13. WHAT WAS THE BEST THING THAT YOU DID AT SCHOOL THIS YEAR?
14. WHAT IS YOUR FAVORITE THING ABOUT JHS?
15. WHO IN THE GROUP DO YOU ADMIRE FOR THEIR LEADERSHIP SKILLS?
16. WHAT IS SOMETHING ABOUT YOU THAT MOST PEOPLE DO NOT KNOW?
17. WHO IS YOUR FAVORITE STAFF MEMBER AT JHS AND WHY?
18. WHOSE FRIENDSHIP DO YOU CHERISH THE MOST AND WHY?

The Wall

Topics for your boxes:

* Whit e
*African-American
*Hispanics
*Asians
*Jewish
*Women
*Men
*Class ranks
*Teenagers
* Elderly People
*Disabilities
* GLBT

1. Write down all stereotypes.....no matter what!
2. Have one student form each group read all the stereotypes out loud, stacking each box one by one into a 3x4 wall.
3. After they are all stacked, sit there for awhile and let it sink in. Then ask them what they want to do with the wall.
4. They are allowed to knock the wall down, but only one by one, slowly.
5. Have kids raise their hands and have each kid that wants to take one down, must do so by saying why they want to justify taking it off the wall. It may be personal to them or simply upset, whatever the reason, let them know, no one will judge what they say or bring it out of this group.

The reason why this activity is called "The Wall" is because it stacks up all the stereotypes we face daily against all kinds of people. It brings to light a separation amongst our society that blocks us from all having respect among each other. Please remember that it is not always because people "suck" that they discriminate against people, but it is also ignorance, peers, and unawareness, . We can't necessarily use violence to take down this wall, but we can start by respecting others, noticing stereotypes, and speaking up about them. Becoming aware is one of the most important steps to actually not being prejudiced, racist, or discriminative toward any individual. This activity is something that can be remembered forever, and will impact those deeply who understand it's precious message.

If the World Were a Village of 100 People

If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, the demographics would look something like this:

The village would have 60 Asians, 14 Africans, 12 Europeans, 8 Latin Americans, 5 from the USA and Canada, and 1 from the South Pacific

51 would be male, 49 would be female

82 would be non-white; 18 white

67 would be non-Christian; 33 would be Christian

80 would live in substandard housing

67 would be unable to read

50 would be malnourished and 1 dying of starvation

33 would be without access to a safe water supply

39 would lack access to improved sanitation

24 would not have any electricity (And of the 76 that do have electricity, most would only use it for light at night.)

7 people would have access to the Internet

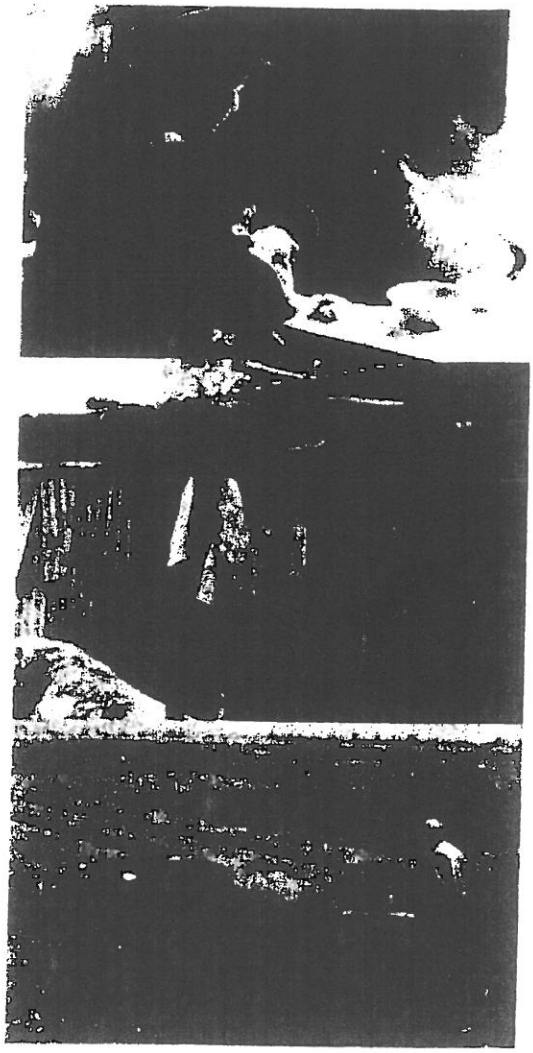
1 would have a college education

1 would have HIV

2 would be near birth; 1 near death

5 would control 32% of the entire world's wealth; all 5 would be US citizens

33 would be receiving --and attempting to live on-- only 3% of the income of "the village"



No amount is too small to help some of those more unfortunate ones of our Global Village.

If you would like to make a donation for projects supported by Family Care Foundation, click here.

SQUAT GAME

Try to empty your head. Forget about the stresses of your life. Forget about any problems that you might have carried with you into the room for just a few moments. Forget about all the millions of little things you have to do before you go to sleep tonight. Allow yourself to relax. Take a deep breath if you need to.

(Pause here)

Now, try to think about something pleasant. Think about your education and the vast amount of possibilities you have to become a doctor, an engineer, a lawyer, a social worker, or a teacher. What will you do when you leave school? What will life be like for you? Will you go to college? Will you have a big house or a small one? What kind of car will you drive? Will you make a lot of money, or will you work for minimum wage? Where will you be? What will you do?

Choices...decisions. Where will you go for vacation? Will you go with friends? With your family? Think of your day so far. Think for just one moment about what you have eaten. Did you have breakfast? What will/did you have for lunch? For dinner? Did you get what your body needs? Could you eat a well-balanced meal if you chose to?

Whether you realize it or not, you are probably better off than your peers around you. You may not know them-or they could be one of your best friends-but many of your peers are yearning to be heard-yearning for a little more from life. A huge number of high school kids go to school hungry every day in and out. They are not only starving for food but for nourishment- maybe the simple affection of a peer-maybe a smile- acknowledging that they are actually there. They don't have many choices. They'll never go to college- no money- no desire. They'll never face your decisions. If they die, people like you may not even be affected by the loss. The quality of life is not even an issue when a person is trying to survive merely until tomorrow. One more day, still hoping that someone will talk to them in the hallway, invite them to a football game or a study session.

Who are these invisible kids in your schools just waiting to be touched by your presence, included, invited, accepted by their peers. Can you imagine the emotional pain that they must endure day in and out?

It hurts in the very center of their being. It hurts mentally and physically. They feel it in their legs when they cramp up because they do not get enough of the right food and support, and it is painful. And they wonder if it will ever end. Sometimes they see people who have no pain. They see people who stand free and strong but who are completely blind to what is happening around them. They cannot see the suffering and the pain. They are ignorant to what is happening around them. These people are blind but the others see. They continue to wonder if the pain will ever stop. If this life will ever end...

Some of you have already been touched. You have experienced the presence of a hand that has eliminated your pain. Some of you have been touched twice. You are not only out of pain, but you are fully aware with your eyes open. You see, without question, those who are in pain. You begin to slowly realize how important a single touch can be. You realize the power that a single touch can have. With the single touch, you can relieve the pain of one who suffers, and open the eyes of one who is blind.

And you realize the freedom you have to move, to choose. You are free to touch someone, and we are all free to touch the hungry people of the world and bring them from darkness into light.

You may now make yourself more comfortable.

Processing questions:

1.There are three levels to this activity. Explain what these levels are and how they relate to the high school experience.

- Level 1 – Squatting and in pain the entire time. Students who are in pain all the time could care less about what is going on in their classes, friendships, families, in life in general. These students have a hard time fitting in and truly need to be helped.
- Level 2 – Standing with your eyes closed. These students are oblivious to everything going on around them. They feel no pain but find it difficult to realize that others are in pain because of their lack of attention or concern. They are blind to what is going on around them or don't have the desire to make a difference and change what is wrong.
- Level 3 – Standing, eyes open, and able to touch one person. These students are the ones who are not afraid to take that step and make a difference. The question is, however, who do they choose to help? Their own friends perhaps, or do they help the ones that are in the greatest amount of pain?

2. What level do you personally belong to? (Confidentiality should be mentioned as a result of this question).

3. Draw Maslow's Hierarchy of Needs Chart on the board: Discuss the following points as you write the key words in each part of the pyramid:

- A school's climate is directly related to the needs that are met for its students.
- **Basic Needs** must be met first. Students must feel that they have a support system in school if families are struggling at home. The canned food drive is one example of an activity that students can do to support families in need.
- **Safety Needs** must be considered next. Do you feel safe at your school? Do you believe that students feel safe regardless of economic status, ethnicity, or gender? What can you do at your school to improve the emotional safety of your students?
- Next, all students must feel that they **belong.** How many of you feel like you belong to something here at school? If not, what have you done to personally try and get involved? Do you believe that your school is a place where students feel accepted and respected?
- Next in the pyramid are the **esteem needs**. Students can only care about a school when they are a part of it. Positive School Self Esteem = School Spirit. What is something that you have done lately that made you feel a part of your school?
- The final level in the pyramid is self actualization. When all other levels are met, a school can claim itself to be a dignified school of character. The end result is a feeling of deep school pride. How many of you can honestly say that you have pride in your school?

4. What can we do as a school to help our own?

Cross the Line

Cross your hands like this....

How many of you have your left thumb on top? Right?

This is a habit at the simplest level. Every time you have crossed your hands since you were little, you did it, most likely, in the same way. Is there anything wrong with this habit, not so much.

How many habits do we have in our life?

Habits are the things that we repeat every day without even noticing. Some of the habits can leave us trapped inside a box – this box symbolizes our comfort zones.

Habits force ourselves to stay in the box – force us to shy away from venturing out of our comfort zones.

The activity we are about to do encourages you to step out of your box for a deeper understanding of our connections.

Right now I want you all to close your eyes. I want you to pause for a minute and think to yourselves. What is it really like to be you? What do you hide behind? What do you have to do, who do you have to be to get people to notice you? How many jokes do you have to tell to get a laugh?

Maybe there is someone special in your life right now, someone that you love – and for some reason this person just isn't there anymore.

What is it really like to be you? Go ahead and open your eyes.

Today, the goal of this activity, Cross the Line, is to understand and appreciate the connections that exist between our Northglenn staff members and the students that we serve.

The way this activity works is that we are going to call out different groupings. If a grouping we call out pertains to you, you will cross the line as far as can and turn around to face the larger group. Then we want you to take a deep breath and think about what it feels like to have crossed the line. Every time you cross the line you are going to be a part of a group with less privilege, less power, and sometimes abused physically or mentally because of who you are.

This is the international sign for "I love you." I would like you to use this sign towards those that have crossed the line in order to show your support.

Cross the Line if: (Notice that you are not alone – there are other people that know what this feels like....)

1. You were ever ignored, served last, or watched suspiciously in a store because you were a young person.
2. You have ever felt your physical safety threatened at school.
3. You were ever yelled at, commented upon, whistled at, touched, or harassed in a public place.
4. You have ever been made to feel ashamed or humiliated by a teacher or schoolmate.
5. You ever heard degrading jokes, comments, or put-downs about women, people of color, Jews, people with disabilities, or gays and lesbians made in your presence.
6. You have ever been hit by an adult or peer.
7. You ever drank, took other drugs, overate, or did something risky or unsafe in order to cover your feelings or hide the pain.
8. You were teased or hurt for wearing glasses, braces, a hearing aide, or for the way that you talked or the clothes that you wore.
9. You ever were yelled at, screamed at, put down by someone on a regular basis. (If you crossed, you know what it is like to be hurt all the time.)
10. You came from a divorced, separated, or single parent home.
11. You were hurt or judged because of the color of your skin.
12. You were teased or hurt because someone thought you were fat.
13. You, your brother, or your sister, have ever physically or emotionally hurt one another, beat each other up, call each other names, or made life harder for each other. (What if your brother or sister wasn't going to be here tomorrow? Is there something you would want to say to them today, like I love you? I forgive you? I'm sorry?)
14. You come from a family where alcohol or other drugs have ever been a problem.
15. You have an immediate family member or close friend that has died. (When someone we love dies, we're supposed to get over it real fast. Grieving is a process- it takes time. Some days are easy and some days are hard.)
16. You have ever felt alone or afraid. (If people feel lonely, it is not because there aren't enough people. It is because there is not enough connection between us.)

When did we learn to judge each other in life? When did we become so mean?

Today we want you to see that you are never really alone.

Students – there are teachers here that understand your emotion and want to support your pain.

Teachers, there are students that need your guidance and understanding.

Together as the community of Northglenn High School, we can each reach out to not only each other in this room, but to the 1,700 students that will enter on Monday. One person can make an incredible difference in the life of another – and teachers and student leaders – every one of us must be the catalyst in supporting each other and our peers. It is crucial and the right thing to do!

Challenge Day

1. Where are we right now as a group? What has happened so far on this retreat? How do you feel differently now compared to when we arrived yesterday?

Cross your hands like this? How many of you have your left thumb on top? Right?

This is a habit – every time you have crossed your hands since you were little, you did in the same way.

How many habits do we have in our life?

Habits are the things that we repeat every day without even noticing.

If you repeat your habits every day without even noticing, you're going to wind up in this box.

This box is called our comfort zone – and this evening there are going to be people in this room that step outside of their comfort zone.

Small circles

Right now I want you to close your eyes. I want you to pause for a minute and I want you to think to yourselves. What is it really like to be you? What do you hide behind? What do you have to do, who do you have to be to get people to notice you? How many jokes do you have to tell?

Maybe there was someone special in your life, someone that you love – and for some reason this person just isn't there anymore.

What's it really like to be you?

Go ahead and open your eyes.

Everybody in your group is going to have their turn to share what it is really like to be you.

If you really knew you, let's begin....

Share a few hugs with people outside of your group.

2. This evening we are switching gears and focusing on who we are and the groups that we get stereotyped into.

The way this activity works is that we are going to call out different groupings. If a grouping we call out pertains to you, you will cross the line and go as far as you can.

Then we want you to take a deep breath and think about what it feels like to have crossed the line.

Every time you cross the line you are going to be a part of a group with less privilege, less power, and sometimes abused physically or mentally because of who they are.

International sign language for "I love you."

When did we learn to judge each other – to be so mean?

Today we want you to see that you're never really alone.

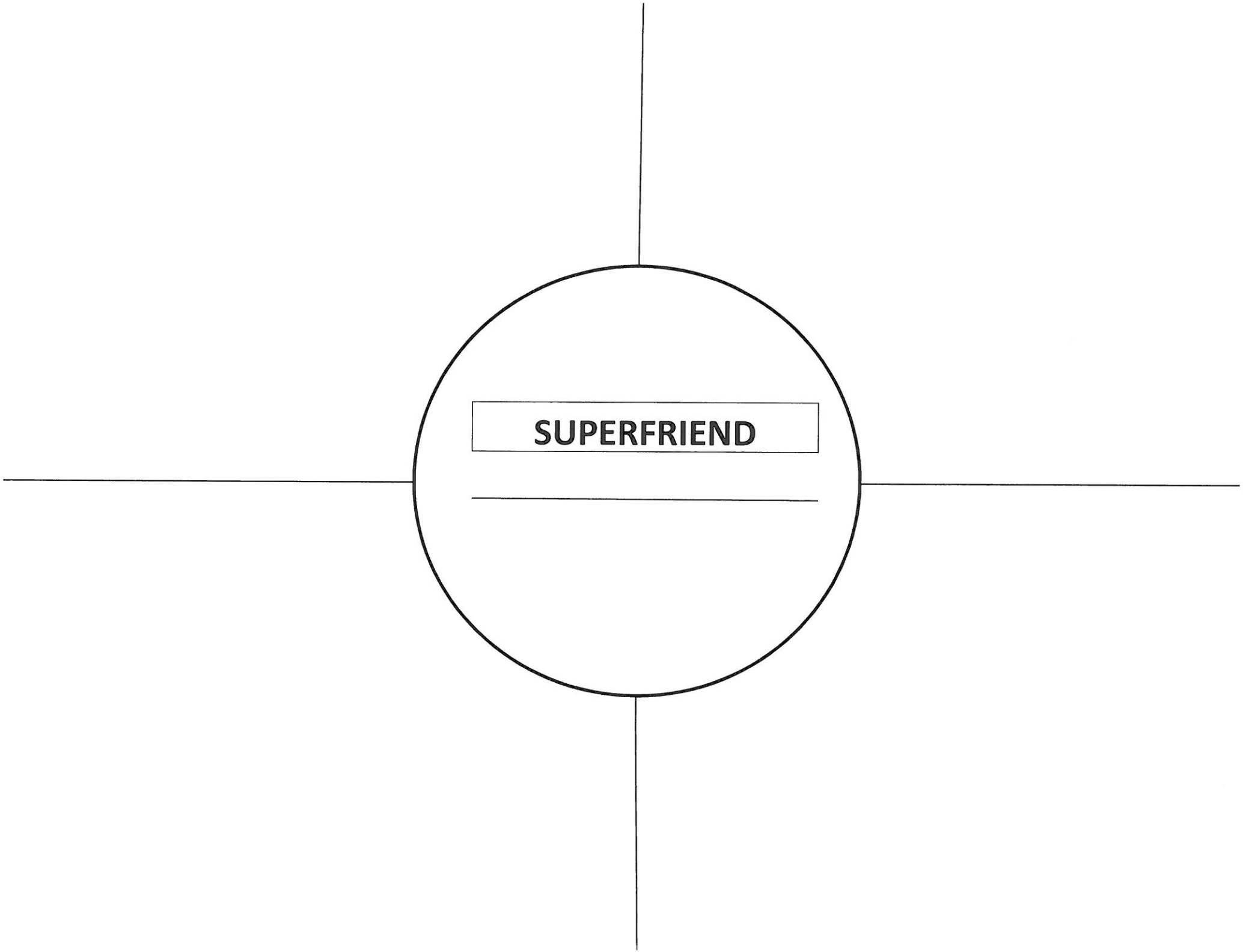
As long as you are alive, you can change!

Touch Someone Who

This activity is designed to honor one another after working with groups over a period of time.

Directions: Participants lie face down on the ground or sit in a circle with their backs facing outward with their eyes shut. Once everyone is comfortable the facilitator will tap 4-6 individuals to open their eyes and stand up. Once standing they will be instructed to tap the individual that the ''someone statement'' most pertains to (they can select more than one for each statement). Once the facilitator has read through several statements (10-12) the tappers will resume their positions on the floor with eyes closed and the next group will be selected.

Touch someone who has made an impact on your life.
Touch someone who makes you laugh.
Touch someone who you have learned something from.
Touch someone who makes you smile.
Touch someone who could be your brother or sister.
Touch someone you will never forget.
Touch someone who is beautiful on the inside and out.
Touch someone who you can trust.
Touch someone that you can always count on.
Touch someone athletic.
Touch someone artistic.
Touch someone intelligent.
Touch someone who you can depend on.
Touch someone you appreciate.
Touch someone you couldn't live without.
Touch someone you have made a connection with.
Touch someone who you can cry with.
Touch someone that will always hold a special place in your heart.
Touch someone you want to know more about.
Touch someone you respect.
Touch someone you think is cute.
Touch someone who is positive.
Touch someone who you can tell anything.
Touch someone who is a good listener.
Touch someone you think has strong values.
Touch someone who is quiet.
Touch someone who gives it their all.
Touch someone who you won't forget even in 100 years.
Touch someone that makes you feel important.
Touch someone who is truly a leader.
Touch someone who you know supports you.
Touch someone who is very special to you.
Touch someone who challenges you.
Touch someone with good ideas.
Touch someone who is reliable.
Touch someone who is forgiving.
Touch someone you consider a friend.
Touch someone you admire.
Touch someone who can really brighten your day.
Touch someone who always makes you feel comfortable.
Touch someone who knows the most about you.
Touch someone who will go above and beyond for Harvest.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