

## **Backward Dancing**

1. Have a CD player and CD ready
2. Have all students get a partner and stand back to back with their arms hooked
3. There should be one person without a partner. (Therefore, some leaders may have to play)
4. Place a sturdy chair in the middle of the group and have the one person stand on it
5. Tell the kids to dance their hearts out while the music plays. When the music stops, they have to quickly find a new partner and get back to back with them
6. The lone player will have to stand on the chair during the next round and dance by him/herself

## **Match Up**

This is a variation of the old 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(s). Everyone, including the team captains 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 any discussion, writes his or her answer down on one slip of paper, and passes it to the team captain, who has also written down an answer. When ready, the team captains announce their answers, and a point is awarded to each team for every answer from that team which matches their team captain’s. 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 you were going to repaint this room, what color would you do it in?
2. What country in the world would you most like to visit?
3. Your favorite TV show?
4. A number between one and five?
5. What’s the best way to have fun in this town?
6. What’s the funniest word you can think of?
7. How many children do you think you will have in your life?

## Lap Stack Questions

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 you 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. give 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 patents 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

## The Dalai Lama Personality Test

1. First...Put in order...1st through 5th, the following animals according to your preference: a) Cow, b) Tiger, c) Sheep, d) Horse, e) Pig

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

2. Second, write **ONE WORD** which describes each of the following:

A) Dog \_\_\_\_\_

B) Cat \_\_\_\_\_

C) Rat \_\_\_\_\_

D) Coffee \_\_\_\_\_

E) Ocean \_\_\_\_\_

3. Third, write the name of someone who really knows you well and is very important to you and who can relate to the following colors...only one person per color...do not repeat names!

A) Yellow \_\_\_\_\_

B) Orange \_\_\_\_\_

C) Red \_\_\_\_\_

D) White \_\_\_\_\_

E) Green \_\_\_\_\_

## Pick Your Brain

Supplies: 1 set of pick up sticks per group

Divide students up into groups of 6 or 7. Have them sit on the floor or at a table

Have the oldest person start the activity

They empty the can of sticks and hold in a fist with the bottom of the sticks on the floor or table

Let go of stick and allow them to fall onto floor

The person to the right picks up a stick without disturbing the other sticks. Based on the color of the stick they must answer the question given to them. They may pass and take the next question

Continue around the circle until everyone has answered several questions

## Adjectives Quiz

1. Write down an animal. Allow everyone a few seconds to do this. Then ask them to write down three words (adjective) that describe that animal.
2. Write down a color. After a few seconds, ask them to write down three adjectives that describe that color.
3. Write down the first landmark you can think of. Then write down three adjectives that describe that landmark.
4. Write down a body of water. Then write down three adjectives that describe that body of water.
5. Write down the names of three of your favorite songs and number them 1-3.

After all have finished, pair them up. They can find someone who has the same animal or color. Then explain to them that they have just taken a characteristics test that supposedly was researched at Stanford University...and their choices of adjectives say something about them.

1. The characteristics of the animal describe how each person sees him/herself
2. The adjectives they chose for the color describe how others see him/her
3. The famous landmark characteristics describe how he/she would like to be
4. The body of water adjectives describe the person's social life
5. The favorite song choices are as follows:
  - 1<sup>st</sup> song – describes his/her philosophy of life
  - 2<sup>nd</sup> song – describes what he/she cares about the most
  - 3<sup>rd</sup> song – describes his/her mental state

## Famous Pairs...Can you match them?

Each statement can be completed by the insertion of a word and a proper name. Together they will form a familiar phrase, name or compound work. For example...Do you have to ask me another Question? Or You made that game look easy, but it's really not so Simple, Simon!

1. What a country hick! I'll bet he can't even climb that H \_\_\_\_\_, B \_\_\_\_\_!
2. Are you losing weight? You are really looking S \_\_\_\_\_, J \_\_\_\_\_.
3. This frozen pizza's really delicious R \_\_\_\_\_, B \_\_\_\_\_.
4. My coffee isn't sweet enough! Do you have any more S \_\_\_\_\_, C \_\_\_\_\_?
5. Why it's huge! That gold club is really B \_\_\_\_\_, B \_\_\_\_\_.
6. Do your wings really and truly F \_\_\_\_\_, J \_\_\_\_\_?
7. Dude! Where's my C \_\_\_\_\_, J \_\_\_\_\_?
8. Did you cut your hand? It's all B \_\_\_\_\_, M \_\_\_\_\_!
9. Do you want the t-bone, the rib eye, or the F \_\_\_\_\_, M \_\_\_\_\_?
10. You sing hymns so wonderfully! It's truly A \_\_\_\_\_, G \_\_\_\_\_.
11. At the reunion, did you see my aunt and my long lost U \_\_\_\_\_, B \_\_\_\_\_?
12. G \_\_\_\_\_, S \_\_\_\_\_! You won that difficult race so easily!
13. You sleep way too late! You surely at L \_\_\_\_\_, S \_\_\_\_\_.
14. I drank too much water and now I have to the J \_\_\_\_\_, W \_\_\_\_\_.
15. He flies a Star Ship and he's the C \_\_\_\_\_, K \_\_\_\_\_.
16. Having five children makes her a very fit M \_\_\_\_\_, T \_\_\_\_\_.
17. You have come my rescue on this snow mountain! Ah, you're a S \_\_\_\_\_, B \_\_\_\_\_.
18. Look at him cut down those trees. He does produce a lot of L \_\_\_\_\_, J \_\_\_\_\_.
19. Sue would have never seen you outside of her window if you had not been P \_\_\_\_\_, T \_\_\_\_\_.

## What's in a Name?

Many first names (full or shortened form) have a separate dictionary meaning when not capitalized. Fill in the first names in the spaces below. Example: "To initiate legal proceedings" – SUE

1. Sixth month of the year \_\_\_\_\_
2. A stuffed animal for children \_\_\_\_\_
3. To dunk for apples \_\_\_\_\_
4. Fragrant flower with thorns \_\_\_\_\_
5. Sharp points of a hook \_\_\_\_\_
6. Used to change a tire \_\_\_\_\_
7. Having a great deal of money \_\_\_\_\_
8. A money obligation \_\_\_\_\_
9. To throw \_\_\_\_\_
10. A prayer \_\_\_\_\_
11. A visible impression upon anything-like a line \_\_\_\_\_
12. To plunder a house \_\_\_\_\_
13. Smooth, white, lustrous \_\_\_\_\_
14. A small oval fruit, often used as a relish \_\_\_\_\_
15. A stick, or wand, or staff \_\_\_\_\_
16. Candid, outspoken \_\_\_\_\_
17. An opaque, highly colored kind of quartz \_\_\_\_\_
18. A short crowbar used by criminals \_\_\_\_\_
19. The power of choosing one's own actions \_\_\_\_\_
20. Light brown color \_\_\_\_\_
21. A narrow beam of light; also a flat fish \_\_\_\_\_
22. A standard or pattern \_\_\_\_\_
23. A place where rabbits live \_\_\_\_\_
24. A Christmas bush \_\_\_\_\_
25. To touch lovingly \_\_\_\_\_

## What are they trying to say ?

Example: R Use hound mime dead? ...Are you sound minded?

1. Rocker but bay bee inner treat hop
2. Padder key padder keg peggers mind
3. Turnip outs fir ply
4. Rolands tone gadders nome shes
5. Sinkers honkers sick spents
6. Low ten britches full in town
7. Diamond dies weights for home ann
8. But tune toot a gather
9. My tea hoax farm ledle eggs horns crow
10. Home either rubber winter thick upper
11. High pled jelly gents two thele lag
12. A fit furs chewed own suck seed dry egg hen
13. Went a drain sit bores
14. Thoroughly burt gashes swarm
15. Butter lay done ever

## Can You Name That Candy?

1. A famous swashbuckling trio of old
2. Indian burial grounds
3. Galaxy
4. Red planet
5. Home of the movie stars
6. Not laughing out loud
7. Can't hold on to anything
8. A famous author
9. Famous former baseball player
10. Famous New York Street
11. Twin letters
12. Superman's other identity
13. A sweet sign of affection
14. Favorite day for working people
15. What bees make
16. Nut happiness
17. Pleasingly plump
18. Two female pronouns
19. A feline
20. Single women looking for him
21. Round flotation device
22. Sun explosion
23. Bit with crackling noise
24. Determines who wins most games (football)
25. Dry cow
26. Children of the cane

## **Paper Chute**

### **Supplies for each team:**

4 sheets of paper

Tape

4 paper clips

Scissors (optional)

Markers (optional)

### **Instructions**

Split class into teams of 4-5. Each team will need to use the supplies provided to construct a contraption that will take the longest time to reach the ground. It must free fall and be self-contained (no strings or other aides attached). They may only use the materials provided. Teams will have 30 minutes to complete the task (times can be adjusted to fit your class).

Each team will have 3 drops to get the best time. The timer will start when the dropper releases the contraption and stop when it hits the ground. A good dropping height is between 8 and 10 feet

## All Aboard

**Focus:** Principle #1 – Build a shared vision  
Principle #2 – Share the space  
Principle #3 – Don't collaborate to turn out the lights

**Materials:** Tarp or old blanket

**Difficulty:** Easy/Medium

Use a tarp or old blanket for this activity. Explain that they are a research team stationed in Greenland, and they have been studying glaciers for the past year. One of their missions is to measure the rate that the glacier breaks off and falls into the ocean. On a recent outing they met disaster when the piece of ice they were standing on broke off and fell into the water. Luckily, no one was injured, and they are now floating on the iceberg. Unfortunately, they have caught a current due south, and are heading toward warmer climes. This means that they must figure out how to fit everyone on an ever shrinking piece of ice until they can hail a passing ship.

**Task:** Begin with the tarp fully open. Everyone must fit on the tarp/blanket while standing on their feet (no stacking of people). Each foot must be on the tarp – no overlapping onto the floor/ground. Once everyone is on, count to five. They can then step off while the tarp is folded a bit smaller for the next round. Repeat the process until it is obvious that they have to struggle to keep everyone on the tarp. Generally, a group can fit on a smaller space than anyone thinks is possible.

### Sample processing questions

- What was the goal?
- Did you reach it? Why not?
- How did the task change from start to finish? What was different about it?
- What was the shared vision you had to create?
- How did you create that shared vision? What skills did you use as individuals to make that possible?
- Was it necessary to create a shared vision? Why?
- As the task changed, how did you have to change in order to share the space?
- What might have happened if people had refused to share the space?
- What are some examples that you have experienced when some people want to try one thing, and other people want to try another thing? Why might that happen, and how might a group deal with it?

### Facilitation notes:

At the beginning, this is any easy task – almost too easy, as it lulls the group into believing that they don't need to work together on it. As the task becomes more difficult, it is necessary for the group to formalize a plan so that they are all working toward a common goal. This initiative sometimes lend its self to disorganized decision-making, with one or two people blurting out suggestions, then acting upon them without checking in with the group.

Make sure to spot this activity carefully as the tarp gets smaller, and ask participants to step off of the tarp in an orderly fashion, rather than in an uncontrolled manner.

## Balloon Factory

This workshop illustrates the importance of communication, concentration, and critical thinking.

**Materials:** balloons, yarn, thumbtacks or straight pins

Divide the students into different groups according to the number of students present. From each group, one person needs to be chosen to be the balloon monitor who will decide whether the balloon is presented to him/her correctly. (For example, the balloon monitor may decide to accept only blue balloons with the knot facing upwards presented in the right hand.) The balloon monitor cannot communicate with group members but the group may communicate among themselves. After 20-25 minutes, it needs to be determined which group made the most balloons. Closure questions dealing with feelings, reactions, and communicative strategies used during the activity will be asked. Through the discussion, the closure questions can be related to leadership and teamwork.

### Closure Questions:

1. What did you think when you weren't given any instructions?
2. How did you decide what to do?
3. Did you designate anyone to lead? Or did someone take the leadership role?
4. What were your feelings when your balloons were continuously popped?
5. Did you have any problems?
6. How did you figure them out?
7. How do these problems relate to problems that you may have in your own student council?
8. What did you learn from this workshop?
9. How will you take what you learned back to your student council?

## Gender Exercise

**Objective:** To promote understanding between males and females and lessen gender stereotypes

**Materials:**

- Paper and writing utensil for each participant
- Large sheets of paper and markers for group responses
- Area where males and females can be separated into two rooms

**Time Required:** One or two class periods, depending on discussion

**Procedure:**

1. Separate men and women into two areas. Once separated, ask participants to move away from each other, close their eyes, and listen to the following challenge.
2. Read the following: "Picture this: tomorrow morning, you wake up, stumble out of bed, and realize you are the other gender. Nothing else has changed; you are just as smart, are the same age, in the same family, etc. What effect does your gender have on your perception of who you are?"
3. Ask participants to take four minutes to write down how they would feel about this gender change and why. This is an exercise for individuals only at this point; do not discuss or share information.
4. Facilitator collects written responses and gives them to the other gender group (Optional: take a few minutes now (5-30) for members of the gender group to discuss points they wrote on their papers and share reactions.)
5. Within the gender groups, participants are to share the reaction papers of the opposite gender. This can be done in a variety of ways: sit in a circle and pass the papers around for each person to read; read each one aloud; small groups read a few and report to the large group, etc.
6. After reading the reaction papers, each gender group is to prepare a five minute response to the other gender that answers these questions?
  - What were some stereotypes men had about women?
  - What were some stereotypes women had about men?
  - How do the male/female written descriptions differ?
  - What did men feel they would lose if their gender changed?
  - What did women feel they would lose if their gender changed?

Note: if conducting this activity as a two-day lesson, this would be a good breaking point.)

7. Bring both groups back together. Each group reports its response to the other group. The response should be structured to first report what the group heard (e.g., "This is what we heard about what you think of us...") and then give the group's response to what they heard. The group receiving the report should first paraphrase what they just heard to make sure the meaning is clear, and then respond to it. The second group repeats the same procedure with its report

**Processing:**

After both groups have given their reports and responded, the group facilitator conducts a large group discussion based on the following questions:

- What did you learn today about yourself and the other gender?
- What did this tell you about what women need from men/men need from woman in order to be their best selves?
- How does your gender affect your leadership?
- How can you use what you have learned today to be a better leader?