

## 101 Ideas to Inspire Your Students

These ideas have been collected while over 21 years at Diamond Bar High School, 13 years at Chino Hills High School and over 25 years of attending CADA Conferences, CADA Camp, CASL Activities and Area Conferences. THANK YOU to past student leaders, school staff members and our CADA family for sharing and inspiring them.

[Janet.jr.roberts@gmail.com](mailto:Janet.jr.roberts@gmail.com)

1. **Look up and see others** – practice – Notice things about people. Really look. Try to find something to nicely comment on every time you see someone.
2. **Say “hello” to everyone** – practice – Make “hello” part of YOU! Practice looking up when you walk. Turn your phone off and make a live “hello” part of what you do regularly.
3. **Learn to shake hands** – practice – Connect webbies – look up and smile. Today, this is harder to do so maybe practice “tapping” fists.
4. **Learn to ask questions and to listen** - practice – “wow, that’s so cool...tell me more.”
5. **Care** –remember what others have told you, repeat it to them. “It was so cool you said...”
6. **Who are you? – Full body pictures (head, hands, arms, feet, legs, heart)** –Break class into groups of about 5-7 people. Have each group trace a life size person on butcher paper. Give groups the following prompts, one at a time. Give them each a few minutes to write their responses on the body cutouts to each prompt. Each group share their answers with each other. Prompts: Feet–how do you walk the walk? Legs-how do you stand up as a leader? Arms-how do you include others? Hands-How do you reach out to others? Hearts-How do you share your heart or show compassion? Heads-What’s your plan to make our school a “better” place for all? Hang the life size cutouts up in the class room.
7. **Masks – Who are you without mask?** – Make a mask of who you really are. What your family at home sees. Become a “leadership family”.
8. **Kindness rocks.** Have each student in class paint a rock with “kindness” words on it. (smile, you rock, you matter, etc.)\_When rocks have dried, place them around campus for others to find.
9. **Inspire bracelets ... yourself** – Give each student a piece of twine and 3 beads in your school colors. Also, give them 3 cut out paper dots (about 3”) in your school colors. One the first dot have them answer the question: How do you inspire yourself to be a better leader/role model? Write it on a dot, add a bead of the same color to their bracelet. Remind them that when they look at that color bead on their bracelet it should remind them what kind of leader they strive to be.
10. **Inspire ...others in leadership** – With their second colored dot have them answer this question: How do you lift-up others in leadership class? Write it on a dot, add a second bead same color as the dot to their bracelet.

11. **Inspire ... your school – bracelets/dots** – With their third colored dot have them answer this question: How are you inspiring other students on campus? Write on the final dot, add the final bead. Place the dots around your classroom for students to remember what they wrote. I often placed them on the ceiling.
12. **Tie a knot – bracelet** – Sit with a partner, tell each other the positive things you see in each other, tie a knot in twine for each positive thought. Have partner tie the bracelet on you and say “thank you”.
13. **Big fears – into the fire** – Give each student 3 pieces of paper. Have the students sit on the floor in a circle. Make a fun “fake” fire in the middle of the circle. Have students list things all the “big” things they are afraid of. Quietly share with a partner sitting next to them. As a group, crumple up their papers and throw them into the “fire”.
14. **Little fears – into the fire** – Do the same as #13 but this time have the students list their “little fears”.
15. **“Wow...this is my cool friend”** – Divide your class into pairs. Have each pair ask each other questions like they are writing an internet article about them without saying anything about how they look. Take turns reading their articles allowed.
16. **“Let me help you with your shoes”** – Divide into groups of 2, make sure one person in each group is wearing shoes with laces. Have the partners sit next to each other and sit on their either their right or left hand. With their other hand the partners need to untie the shoe together then re-tie it.
17. **“Love this Paper”** – Give each student in class an 8 ½” by 11” piece of paper with the word LOVE printed in the middle. Tell your students they have a week to give out their “love paper” to as many people as they want. Each time they rip off a piece they need to tell the person why they are giving them a piece of their love. They can write on it or draw on it if they want before giving it away. At the end of the week share out about their experiences of spreading love.
18. **Pipe cleaners – just say “no”** – Students can wrap a pipe cleaner around their finger to remind themselves to just say “no” when they are attending a party or event.

### **19. Popsicle Stick Challenge**

Supplies needed:

Popsicle sticks (enough for every student to have one)

A jar

1. Put “inspirational” words on the end of popsicle sticks. Example words you could use: Kindness, Smile, Hello, New Choice, Wow, Listen, Friendship, Walk, Heart, Positive
2. Place the sticks in a jar on your desk so the words cannot be seen.
3. Have each leader select a popsicle stick out of a jar.
4. The leader’s challenge is to make the word “come alive” that week.

At the end of the week, share out how they made their word come alive. Keep the popsicles in a jar on your desk. Encourage your students to take a new word each week.

**20. Journals – Date, talk to yourself** – Have each student bring in a “store purchased” blank journal. Explain that you will never look at their journals. It’s theirs! Try to bring them out at least once a week. Give them prompts. Allow them to write, draw, paint, cut and glue in them. Give them their journals at the end of the year.

**21. Bring a friend** – At your next leadership “workday/poster painting/rally or activity set-up” ask each leadership student to bring a friend.

**22. Draw your guts** – Give each student a piece of paper and a box of crayons/colored pencils or pens. Ask them to draw their guts. Share their pictures with each other. Hang the pictures on the wall that says “trust them”. Talk about trusting their guts.

**23. Where are you going today** – Give each student a paper and pen and ask them to make a map of where they are going today. Start at home. Have them describe all their stops. Share maps with each other. As a class, have all students map out where we want to go together. Have them describe all their destinations and why they are important. Talk about what’s in their way from getting there. Talk about how they can go around the obstacles. Finish with “Let’s start our journey.”

**24. Partner paper airplanes** - Supplies needed:  
Piece of typing paper (one for every 2 people)  
Something to write with (one for every 2 people)

1. Everyone needs a partner that they don’t know very well.
2. Each pair gets one piece of paper and something to write with
3. Every person must put their “weak hands’ behind their back. Their team challenge is to fold a paper plane together with each person only using one hand. (They are not allowed to add anything to the paper (example: tape, paper clip, etc.)
4. They will have about 5 minutes to fold their planes. You need to continue to remind them that they may use only one hand each. They are also not allowed to practice flying their planes until they are told to do so.
5. Ask all the teams to write their names on the planes.
6. Instruct them they now have 1 minute of practice fly time before the “real” contest starts. They can re-fold their planes and try to improve them after the practice time but remind them that they are ONLY allowed to use 1 hand each.
7. All teams will stand behind a line and one of the partners will be the pilot. They will throw their planes one team at a time. Everyone must stay behind the line until all planes have been launched. The winning team is the plane that flies the farthest.

**Debrief-** How was it working with a partner? How did you communicate? Did one person take the lead? Why? Why is it important to learn to work together? Why is it important to learn to listen? Did you have fun? Were you ever frustrated? Why? What are some ways we can work as successful teams in our leadership class?

**25. Message in a Bottle** – Have each student bring in an empty plastic water bottle that’s been completely dried out but still has a cap on it. Let each student decorate the outside of their bottles with Sharpie pens. They need to include their names. At least once a week have students write a positive thing and stuff it in the bottle. (It can be things like: you are awesome, you did

great on your math test today, you smiled at someone new today) After several months give the students their bottles to cut open and read all their positive messages.

26. **What are your habits?** –Ask your class to share what their habits are. You might want to start by sharing some of yours. (I make my bed as soon as I get out of it every morning/I drink a cup of tea each morning/I call my mom at least once a week, etc....) Then share out ideas of habits that a leader might possess. As a class, determine the 3 “top” leadership habits. Challenge each other to develop those habits (New habits can begin when doing them for 21 straight days.)
27. **Penny in your pocket** - Give each student a penny to put in their pocket. Every time they reach in their pocket and feel the penny, they need to look up and smile at someone knew. Remind them that’s what makes them wealthy. Yes...it’s people and when someone smiles back, yes!
28. **Watch a movie** – During the first 5 minutes of class everyday watch a movie together. I usually choose classics that the students might not have seen before. (I used to take roll during the movie time.) When the movie is completed, debrief how they felt watching.
29. **Play children’s board games** – Bring in a ton of children’s board games. Set them up all over the classroom numbering them 1 to ... whatever. You need enough games for one for every two people. Play for 5 minutes then have game winners move up to the next game and game losers move down to game numbered below them. (Like old fashion Kings Court). (If no one is ahead after 5 minutes play a quick game of “rock/paper/scissors”).
30. **Starting Again** – If you haven’t called or texted a friend in a long time, how do you start again? Challenge students to call or text someone that they haven’t talked to in a long time. Remind them that there is no magic trick and that it may seem scary but the outcome could be wonderful. Take the chance. After the week is over, share experiences of starting again.
31. **Ray of Sunshine** – Put up a yellow sun circle on a bulletin board. Cut out a ton 1” by 8” strips of yellow, orange and red paper. Put the paper strips in an envelope and place the envelope near the sun on the bulletin board. Cut out the letters “ray of sunshine” as a heading on the bulletin board. Don’t say anything about it or give any instructions. See what begins to happen.
32. **Suck it Up** After an activity has not gone as planned, give each student a small paper cup with about an inch of water in it and a straw. Also, have several containers of yummy drinks (flavored water/soda/ juices) set aside and available. On the count of 3 have them use their straws and suck up the water. Have them look in their cups and ask them the question: What’s left in your cups? Have the class debrief the activity that did not go as planned. Share ideas how they could make it more successful next time. Give them the opportunity to fill their cups with the “yummy” drink they prefer. Ask them why you allowed them to fill their cups with the “yummy” drink. It’s always interesting to hear what they say.
33. **Note on the board** – Several times during the year, write a note to every student and pin them to the bulletin board with their names on the front.
34. **Picture Day Monday** - Place a picture of a student on a bulletin board or white board for a week. Have others in the class write positive comments about the person on the whiteboard or on “post-it” notes to place near the picture. Take a photo of all the positive commits and give it to

the student.

35. **Write “words of wisdom”.** Have students share words that mean something to them. Post the words in the leadership room. Select a “word of the week” and share why’s.
36. **Discuss this thought with your leaders:** There’s a fine line between jealousy and inspiration. How can we grow as leaders from this feeling?
37. **Go bowling/play miniature golf/play laser tag** with your class. Socialize together.
38. **Count your blessings** – Cut out a paper heart/clover/star/ “fun shape”. Have students write down a reason they are grateful to attend your school. Share out. Post all the grateful reasons on the board. Talk about ways of making the entire student body feel like their school is amazing.
39. **Draw over a mistake** Students sit in a circle. Give each person a piece of notebook paper and a pencil. Have them make a “simple” squiggle on it. Have them pass their squiggle to the person on their left, who will make a picture out of the squiggle. Have the two students share what they drew. Debrief with the entire class about making mistakes. We all do but it’s how we make something new out of our mistakes that matters.
40. **Good Advice** Give each student a piece of paper and have them write down some good advice. Have them fold it up and put it in their wallet/purse/backpack.

#### **41. Leadership High 5**

Supplies Needed:

Paper – enough for each student (I like using construction paper in my school’s colors)

Scissors – enough for each student

Pens – enough for each student to have one

- a. Have your students trace their hands on a piece of paper and carefully cut them out. You can have pre-cut hands already done for them if you want.
- b. On the thumb have them write down their “Why”. Why are they in leadership? Give them a few minutes.
- c. Point to the person next to them and say “what’s your why?” Have them share with their partners.
- d. On their index finger (their #1 finger) have them write down the first thing they hope to accomplish this year as a leader.
- e. Point to the person on the other side of them and share their “first things”.
- f. On their middle finger have them write down the things that hold them back from getting their goals accomplished. Sometimes I give them ideas like: too much homework, sports, performing arts practice, family life, a job, etc.
- g. Point to their first partner and say “Hey, what holds you back”.
- h. On their third finger (ring finger) have them write down the “Name of their team.” Like...“Who are you married to?” I usually shout out our school’s mascot and say that’s our team...that’s who we are “married to” here in leadership. I usually stop and talk about what it means to say wedding vows and how you are committed to that person. I share how

amazing our school would be if we each could be committed to the students on our campus through thick and thin.

- i. On their little finger have them write down a few things that they want to never forget to do as a leader. I sometimes have to give them ideas like: smile, say hello, be kind, listen, reach out, etc.
- j. On this one I have the class share out together on things we don't want to forget to do as leaders on our campus.
- k. Put them on the wall of your leadership classroom so students can "High 5" their hands their hands each day as they entire class.

**42. Stars in the Sky** Cut out a paper star for each student. Have them write their name on the star. On each point of the star have them write their 5 "best qualities". Post the stars on the ceiling of the leadership classroom. When the class is feeling down, or things are not going well, push all the desks aside and have the students lay down on the floor of the classroom and look up to the stars. Talk about how each of them is so special and part of the entire beautiful sky. Share ideas on how we can shine our gifts brighter.

**43. What's the nicest thing someone has said about you lately?** Get in small groups (maybe 4-5 people) and have each share their answers to this question. How did it make you feel? Challenge the class to say something nice to someone... today, again, later, tomorrow, this week, this month, everyday

**44. Cross out Negativity** – Have your class sit in a circle. Pass out a scrap of paper to each student. Have them write the word "negativity" on it. Hand their paper to the person on their left. The person crosses out the word negativity and hands the paper back. Hand the paper to the person on their right and do the same. Cross out the word on their own paper then hang all the papers on the wall.

**45. Fill in the Blanks** – Draw a 9-square grid and make copy for each student. Have the students fill in the blank squares with 9 "positive" qualities. (examples; smiles a lot, always says "hi", a good friend, a nice person, etc.) After all students have all 9 blank squares filled in, have them write the names of students in class that possess each quality. Group share.

**46. Seeing Feelings** – Have students describe things that they can feel but not easily see. Make sure that the conversation does not get too sad or negative.

**47. Listen and Line up -**

**Objective:** To work on listening skills and teamwork. To demonstrate how to dissolve "click" lines. This activity is called: "Competition Line-Up".

**Materials:** None.

**Procedure:** Divide the class into two teams of equal number. The goal is to see which team can listen then line up in the correct order. When the team thinks, they got it they have to put their hands on their hips and yell "We've got it".

**Here are some fun categories:**

Date of birth (date not month)

Height (tall to short)

Number of siblings (living or deceased)  
Shoe size (smallest to largest)  
Width of your smile  
Length of hair  
Thumb length – knuckle to tip  
Alphabetically by last letter of last name  
Alphabetically by first letter of first name  
Numerically by last number in cell phone number (or home phone number if no cell phone)  
Number of animals in your home  
Flat footed overhead reach (shortest to tallest)  
Number of animals in your home (least to most)  
Last number of your street address  
Month of birth (starting with January)

**Follow Up:** What did you notice when playing line-up? Do you think it's fun to have things in common with others? Does it make people feel more like a group member if they have things in common with others? Why do groups on our campus form into "clicks"? What are some ways we can begin to "break" these clicks? How by learning to really listen can we get to know people better? Why is it important as a leader to get to know others?

#### 48. Get to 100 -

**Materials:**

- 1 piece of paper per person
- 1 pen or pencil per group of 5
- 1 dice per group of 5 (the teachers will be given the dice)

**Procedure:** Divide your class into 4 groups of about 5 in a group. It is best if they are sitting around a table or a desk. Each person needs to have a piece of paper and each group needs to have one pen and one dice. Any person in the group may be the first one to start by rolling the dice. The object is to roll a six. If the person does not roll a six, then the dice is moved to the person on their left and they have one roll to try to get a six. This pattern continues until someone rolls a six. Upon rolling a six, that person takes the pencil and starts to number on their piece of paper from 1-100. The rules are that the number must be written one at a time, in consecutive order and they must be legible. Have the person who is writing count out loud as they are writing each number. This tends to increase the excitement and stress of the activity. Everyone else keeps rolling the dice, skipping the person who is writing. The person continues to write numbers until someone else in the group rolls a six. Now, they must stop writing and give the pencil to that person who now begins to write. Remember that the dice continues around the table as the person is writing. When your turn writing is over, you take your turn rolling the dice. Each time an individual rolls a six, they continue to write numbers from where they left off. For example, if you had written numbers 1 to 15 on your first turn then you pick up with number 16 the next time you roll a six. The round continues until someone in the group reaches 100. It might be fun to have two rounds.

**Follow Up:**

- How easy was it for you to roll a six?
- How high did you get in writing numbers?
- How easy was it to get the pencil when it was your turn to write?

- When the activity first began, what was the level of excitement in the group?
- How did the excitement change when someone got close to 100?
- Did you encourage each other?
- Why is it important in leadership to be a part of a team?
- What does it mean to “lead by example”?

**49. Dance** – Yep...dance together. Have a student teach a “line dance” to the class.

**50. Wash the Dishes** – Divide your class into groups of about 8- 10 people. Give each group a piece of paper and a pen. Ask one of the group members to be the secretary. Have each group answer the question: “How can we make washing the dishes fun?” (you can pick any chore like: making the bed, cleaning the house, mowing the lawn) Tell them to go into detail. After about 7 minutes have all the groups share out their ideas and make a class list. Then have the groups divide up again and answer the question: “How can we make all students on our campus feel special?” Have them go into detail. Share each groups idea.

**51. Share something of yourself** - Have each student bring something from home that means a lot to them and share it with the class. (Like elementary show and tell.)

**52. “Welcome” at the classroom door.** Every day, yes, everyday stand at your classroom door when the bell rings and welcome the students into class. After about a month, ask the students leaders why you do the welcome. Ask them how it makes them feel when they are welcomed into the class setting. Ask them to imagine how students would feel if they were always welcomed positivity onto the school campus every day.

**53. SMILE** – yep, just smile

**54. I’m Here for You.** Give each student a band aid. Have them use a pen to write their name on it. Put students in groups of two. Have them share the answer to the question: What’s your biggest struggle? ... Tell me more. Listen. Have each partner put their band aid on their partner’s index finger and say: “I’m here to help anyway I can.” As they look at their band aided finger later they will remember they have others they can turn to for help.

**54. What’s your superpower?** – Everyone has something they are good at. Yes, everyone does. Help students find their “superpower”. It can be crazy, fun things like: stand on their heads, touch their nose with their tongue, sing in opera. Share something “crazy” you do as an example. Have students start to share some of the things they do. Everyone won’t always share and students might encourage others to share. Then talk about “other” superpowers like: smiling, saying “hello”, kindness. Talk about students in class who possess those superpowers. Then talk about how we can be superheroes. How can we do simple things to change peoples’ lives? Can we: smile, say “hello”, care, listen?

**55. Shadow Play** – Divide your class into groups of 4-5. Tell each group they are to come up with some fun, creative shadows. Turn out the classroom lights and give each group a flashlight. They have about 10 minutes to create their fun shadows. Have each group share their creations. Debrief: Talk about what kind of “shadows” we leave on people. What effects do we want our school activities to leave on people?

**56. The He”art” of Leadership** – Cut out a paper heart for each student. Talk about pieces of famous art

that students admire. Ask them why? Maybe give a back story to some of the famous pieces of art. Give each student a paper heart. Have them write down the first names of people they admire, people who have heart. Share some of their stories why. Hang the hearts from the ceiling and let students know they are surrounded by “heart”.

**57. One Minute** - This game will only take a minute...literally! Form your class into teams of 6-8 people. For each round, the teams will need to complete a task in only one minute. Here are 2 challenge ideas you can use: Memorize everyone’s middle names in just a minute. Have a designated person from each team say the names. Using some scrap paper, try to see which team you can make the most paper balls into a bucket in just one minute! Have fun coming up with some more ideas.

**58. Would You Rather** - Give the students a series of prompts where they need to choose this or that. Often, the situations described are silly, gross, awkward, or uncomfortable.

Here are some example prompts:

- Would you rather have a runny nose or a persistent cough?
- Would you rather spill coffee on your desk or your clothes?
- Would you rather get famous taking credit for someone else’s work, or have someone else get famous for taking credit for your work?
- Would you rather live in a sitcom universe or in a romantic comedy?
- Would you rather be hated for who you are or loved for who you are not?
- Would you rather accidentally ruin a child’s birthday party or accidentally ruin a wedding?
- Would you rather have unlimited money or your dream job?
- Would you rather have perfect parents or the perfect partner?
- Would you rather get a paper cut every day or stub your toe every day?

**59. Inspirational links across class** – Give each student a piece of paper that is 1” wide and 8” long. It’s fun if they are different colors or maybe even your school colors. Have them write their names on one side and on the other side write their favorite inspirational word, quote or saying. Glue or staple the links together like a “paper chain”. Hang the paperchain across the classroom. Remind them that they are linked together through inspirational thoughts.

**60. Please Help** – One day, put up a sign in your classroom that says “Please Help”. Don’t say anything about the sign, just do your regular classroom activities. Watch and see if anything happens. Do your students notice the sign? Do they ask you about it? Do they ignore it? After a few days (or sooner if they ask a lot of questions right away) lead a discussion about “Invisible Students” on campus that are wearing signs every day that say “please help”.

**61. Mirror/Mirror** – Have everyone choose a partner. They need to stand face to face. The shortest of each pair will be the leader. Both partners need to raise their hands up in front of their chest like they are going to play patty cake. Their hands should be facing but about 6” apart. On “go”, the leader begins moving their hands and allows the other person to follow their hand motions with their hands. Go for about a minute. Now change roles. Stop the activity after another minute. It’s okay if they don’t go slow enough for the other to follow. Debrief: How did you feel when you were the leader? The follower? Were you able to follow your partner’s hands? Why or why not? How hard is it to follow someone else?

**62. Team Jigsaw** – Divide your class into 2 teams. Purchase 2 jigsaw puzzles (around 50 pieces each) that are very different in colors. The teams must complete a jigsaw puzzle within the specified time limit.

Except there's one catch: some of the puzzle pieces are with the opposing team. To successfully complete their puzzle, the teams are forced to work together.

**63. One Question** – Divide your class into groups of 2. Tell your class that it is their job to get to know their teammate but they may only ask them one question. Give them about 1 minute to come up with their question.

**64. Look at it differently** – After an activity or event has been planned, have all your students lay on the floor and ask them to look up. Ask if they need to look at their plan any differently. Why or why not?

**65. Top 5** – Give each student a paper and a pencil. Tell them to list their personal Top 5 in various categories They will make there “best of” lists. Read them aloud one at a time. Here are some example categories:

- Movies
- TV Shows
- Bands or Singers
- Songs or Albums
- Books
- Travel destinations
- Desserts
- Dinners
- Breakfast foods
- Websites
- Celebrities
- Apps
- Animals
- Brands

You can make the categories more specific, for example, “top five workout songs,” or “top five movies I would never watch with my mother.”

**66. Guess the object** – This activity is played a lot like charades. Ask one person from the class to volunteer. Show this volunteer a common object (a picture on your phone) such as stapler, a bowl of spaghetti, a kite, etc. The volunteer must now demonstrate the object before the group without speaking. They can use gestures, actions and use their bodies in any way necessary to show what the object is and what it does. The rest of the class must guess the object out loud - just like charades - within 2-3 minutes.

**67. Bucket List** – Give each student a piece of paper and ask them to write down their top 5 things on

their bucket list. Maybe share some of the things still on your bucket list. As the students each share their lists it's always interesting to see if anyone has similar things on their lists.

**68. If I were** – Divide your class into groups of about 5-6 people. This let's your student use their imagination. You read out the prompts and give each student a turn to respond.

Here are example prompts:

- If I were a flower, I'd be...
- If I were a country, I'd be...
- If I were a song, I'd be...
- If I were a celebrity, I'd be...
- If I were a food, I'd be...
- If I were a book, I'd be...
- If I were a painting, I'd be...
- If I were a brand, I'd be...
- If I were a type of dance, I'd be...
- If I were a wild animal, I'd be...

It's fun to give the students a chance to explain the reasoning behind their response.

**69. Autobiography** – Each student must write the autobiography of their life in just one sentence. It's difficult, but the students have fun reading them aloud and they learn a lot about each other.

**70. World's Worst** - Pick a profession and have each student say something that would be said by the world's worst person in that profession. For example, the world's worst dentist might say, "Please, take a bag of candy from the toy chest as you leave."

**71. All Alike** – Divide your class into groups of about 4-6 people. Each group needs to go to an area where they can talk together. They will have 5 minutes to find a trait that all members of the group share. For example, "We all had Mrs. Smith for English in 7<sup>th</sup> grade" or "We all have brothers named, Bob". After 5 minutes the entire class comes together and each group shares what they all have in common.

**72. Values - Procedure:** Have the entire group stand up and face you. Explain that you will point both your arms in one direction and they are to copy you by pointing both their arms in the same direction and to call out the direction that they are pointing. You can only do 4 different directions. You can raise your arms over your head, point them down towards your feet or point them to the left or to the right. Go through these 4 directions and have the students copy you and call out the direction that they are pointing. Be sure that they understand that the directions are how they see them. (If you are going right they go left because it looks left to them. After letting them practice, it is time for the real thing. Move your arms in the 4 positions and wait for them to move their arms and call out the direction. Repeat this process a number of times, moving your arms to a different one of the 4 positions each time.

Stop and say that you are going to change the assignment. This time you want them to move their arms the same direction as you do but to say the opposite direction. For example, you move your

arms down. They move their arms down but say “up”. Try this a few times going to different positions.

For the third round, they are to say the direction that your arms move, but they are to move their arms in the opposite direction. For example, you put your arms over your head and they say “up” but move their arms down. I guarantee that this process becomes quite confusing.

**Follow Up:**

How hard was it to move your hands and call out the same direction that I was doing?

How hard was it to say the correct direction and move your arms in the opposite direction?

How hard was it to say the opposite direction and move your arms in the correct direction?

Why was this hard to do?

How did the change make you feel when we added the rule about being out if you make a mistake?

Did you feel any added pressure?

How hard was it for you to say one thing but to be thinking another?

How hard is it to act one way when you are feeling another way?

Describe a situation where someone has acted in a manner differently from the way they think or feel?

How important does this make your values?

Can we act differently from what we believe? Explain.

How do our values or beliefs dictate what our behavior will be?

**73. Build a Bridge - Materials:** A large stack of newspapers, masking tape, a water bottle with a little sand in it.

**Procedure:** Divide your class into 4 teams. Give each team a stack of newspapers and a roll of tape. Each group has 15 minutes to construct a bridge that is high enough for the water bottle to pass under it in the upright position and strong enough that the water bottle will be able to sit on it. If they need more newspaper or tape, you can supply that from a central supply. They may not attach, lean or any other way use additional support.

**Follow Up:**

-What planning did your group do before it started building?

-Did the plan work or were adjustments necessary during the building?

-Why were adjustments necessary? Were they successful?

-What type of leadership did your group have?

-How was the leader chosen?

-How was the building plan decided?

-Did everyone have some input?

-Were some people harder workers than others?

How did your group deal with frustration?

-Why do you think it is important to know how to work with others?

-What are some behaviors that are important when working with others?

**74. Confess and Guess** - Each round, students write down the answer to a prompt on a slip of paper and put it in a bowl. You then read out each reply, and players must guess which player wrote the answer.

Here are some example prompts:

- Your greatest fear
- Your animal form
- Your go-to comfort meal
- Your favorite activity at school
- Your guilty pleasure
- Your best friend
- What you want to be when you grew up
- An item on your bucket list
- Your childhood crush
- Your personal hero
- Your favorite song
- Your pet peeve
- Your favorite outfit
- Your least favorite food
- Something you are allergic to

**75 Ring my bell** – Keep a bell on your desk. Anytime someone does something wonderful worth shouting about, ring your bell and shout it out.

**76. Body of Words** – Form class into teams of 8-10 people. Each team needs to come up with an inspirational word. They will share their word with the rest of the class by using their bodies to spell out the word. Every person on the team needs to be a part of their word. Give them about 10 minutes to create their word. They then share their words with the rest of the class and explain why they selected that word.

**77. Say “wow” backwards** – Yes, just say “wow” backwards.

**78. Good enough never is** – Have class discuss why “good enough never is”.

**79. School Trivia** – Divide your class into 4 teams. Put 4 desks in the front of class. All teams sit behind their team desk. Each team member, one at a time sits at their team desk to answer the trivia question. They put both their hands on top of their head. When you ask the question, the first person to tap a hand on their team desk gets to answer the question. (Other team members can whisper the answer to their teammate sitting at the desk.) After each question, a new team member must sit at the desk. You need to come up with trivia questions about your school history. You can include trivia about staff members.

**80. Walk backwards-what would you change** – After each “big” event we always debrief on how we could have made it more successful. If we could re-wind and walk backwards what would we do differently?

**81. “Can you name that candy?”** - Divide the class into two teams - Have a person from each team come to the front. Tell them the hint. First one to get the correct answer gets a point for their team. (They can

turn and ask their team for answers) Person who gets it right stays up. The other team sends up a new contestant.

1. A famous swashbuckling trio of old - *Three Musketeers*
2. Indian burial grounds – *Mounds*
3. Galaxy – *Milky Way*
4. Red Planet – *Mars*
5. Home of the Movie Stars – *Hollywood*
6. Not laughing out loud – *Snickers*
7. Can't hold on to anything – *Butterfingers*
8. Famous former baseball player – *Baby Ruth*
9. Famous New York Street – *5<sup>th</sup> Avenue*
10. Twin letters – *M&M's*
11. Superman's other identity – *Clark Bar*
12. A sweet sign of affection – *Kiss*
13. Favorite day for working people – *Payday*
14. What bees make – *Bit o Honey*
15. Nut Happiness – *Nutragious or Almond Joy*
16. Pleasingly Plump – *Chunky*
17. Two female pronouns – *Hershey*
18. A feline – *Kit Kat*
19. Round flotation device – *Lifesaver*
20. Sun explosion – *Starburst*
21. Bite with crackling noise – *Nestle Crunch*
22. Determines who wins most games – *Skor*
23. Dry cow – *Milk Dud*
24. Children of the cane – *Sugarbabies*
25. How you see – *Look*

**82. Trustworthy** - Divide the class into 5 equal groups. Each group should sit in a circle with a desk to write on in the middle. Decide ahead of time who will go first, second, third, etc.... You sit in the middle of all the groups. The first person from each group comes to you and you whisper a word to them of what they are to draw. (kind of like Pictionary) They go back to their circle and draw the word without talking or mouthing the word. They cannot use letters or numbers when they draw. When their group gets the word correct the second person comes up to you and whispers the first word to you. If it is correct you whisper the second word to the second person that goes back and does the same thing. Continue the activity until all the groups get the words. Be sure to finish the activity. Have the students turn their chairs back to the front and lead the following discussion.

Example of words to use: Rocket, submarine, snowman, snowflake, garden, comb, coffee pot, sword, eraser, belt, windmill, microwave

**DISCUSSION IDEAS:**

How did your group do in this activity?

What was the hardest part of the activity?

What problems did limited drawing space create for your group?

How did you feel when you were the person doing the drawing?  
How did you feel when you were the person doing the guessing?  
What can this activity teach us about communicating?  
What is so hard about communicating through drawing?  
What are some other ways we communicate other than talking, writing and drawing?  
Did your group want to cheat?  
What made your group not cheat?  
How would you feel about winning if you knew you had cheated?  
How would you feel if you were beaten by a team you heard cheating?  
If there was a big prize for the winner, would that make a difference to you regarding your decision not to cheat?  
What are some of the situations you can think of where cheating would have been very helpful to you? Did you cheat or not? Why?  
How do you feel towards other people who cheat?  
What can this activity teach us about cheating?

**83. Tradition - Eat lunch backwards** – Have students bring a sack lunch to class. Tell them to include: an appetizer, a side dish, a main dish, a dessert and a drink. (Example: Appetizer-celery, side dish-apple, main dish-sandwich, dessert-cookie) Eat your lunches together starting with dessert, then main dish, side dish and lastly appetizer. Debrief: Was that fun or not? Did it seem strange? Why is it good to change things up sometime? When students mention “this is tradition” should things stay the same? Why or why not?

**84. Photo Finish** - Create a straight 'finish line' using chalk, masking tape or rope. Divide you class into teams of about 6. The goal of photo finish is for all the students in a group to cross the finish line at exactly the same time, i.e. a "photo finish". Students will have to coordinate with each other to pull this off. Take a photograph every time they cross the finish line to see if it qualifies as a photo finish. For added difficulty, ask the participants to walk or run across the finish line in a photo finish. This game sounds really easy, but it actually requires a lot of coordination. For a true photo finish, the groups will have to work very closely together. They will also need to informally elect a 'leader' who can lead the coordination efforts.

**85. Memory Wall** – Take pictures of your students on your cellphone every week. Try to make sure you get a picture of everyone in class. Post the pictures after class at the end of the week so the students can see the memory wall each Monday. They will begin to add pictures.

**86. Make a quilt** - Give each student a 6” square piece of paper. (It’s fun to make the squares in your school colors.) Give the students a day or two to complete their quilt squares. They can draw, paint, cut and paste whatever they want to on their squares. Remind the students that this is “their” quilt square and it should be decorated to represent them. Hang all the squares together on the wall to complete your class quilt.

**87. Be Someone's Rock** – Keep a bowl of small sized “beach” rocks on your desk along with some Sharpie pens. Any time during the year any student can take one of the beach rocks out of the bowl, and put their name on it with a Sharpie pen. They can then give it to anyone who they think needs it and say “I will be your rock.”

**88 A-B-C Hunt** – Divide your class up into teams of about 6 students per team. Have each team sit together in a group. Each team selects a captain for each round. You call out 3 letters and the first team captain to bring up 3 objects to you that start with that letters you called gets a point for their team. All team members can go collect the items but only the captain can present them to you. Before the next 3 letters are called, all things need to be put back in place.

**89. Speed Dating-** Divide your class in half. Form two large circles of chairs, one inside circle, and one outside circle. Have the chairs facing each other. Have half your class sit on the inside circle and half of your class sit on the outside circle. The inside circle will not move; the outside circle will move one chair to their right every 2 minutes. On go, the people facing each other will begin to ask and answer questions to get to know each other like in speed dating.

**90. Paperclip chain** – Give each student 10 paperclips. It's fun to get colored ones. They all make a chain with their clips by hooking them all together. They can quietly pass out their paperclips, one at a time to any other student in class while saying “I want to be chained to you because...” Let them know that before the activity is over, they need to make sure that every student in class is given at least 5 clips.

**91. Decorate classroom door** – Have your students decorate your classroom door each month.

**92. Wave “hello”** – Give each student a piece of paper 6” by 4” and a straw (or popsicle stick) Have them write the word “Hello” on both sides of the paper. Tape or staple it to the straw like a flag. Have the students carry their flag around campus for a day. Debrief: What happened? Did others smile and say “hello” back?

**93. Share favorite song** – Select a student a week to share their favorite song with the class.

**94. Read a book together** – Select a book for the class to read together and debrief. It's fun to read a children's book that has a good moral.

**95. View Art – Explain backstory – Compare** – select a piece of art and put the poster of it on the wall. Ask the students if they like it. Ask them why, or why not. Now give them the “back story” of the piece of art. Ask them if they like it more, or not like it now. Talk about learning the “back stories” of the students on our campus. Talk about why it's important to get to “know” students.

**96. One word – Finish the Sentence/story** – Have the class break into groups of about 8-10 people. Have each group sit in a circle. Give each group a word to start. In order, they need to say out loud a story where each person in the circle only adds one word at a time to the story. Keep going around the circle until their story is done. After several minutes, give each circle a new starting word.

**97. 5 step hand shake** Have class break into groups of 2. Have each group come up with their own “5-step” handshake. Give them about 5 minutes to make up and learn their handshake. Make them each get a new partner. They must each teach their “new” partner the handshake that they made up with their original partner. Let them practice these newly learned handshakes for about 5 minutes. Make them each get a new partner and teach the new partner the hand shake they were just taught. Do this

as many times as you want.

**98. Notes on your back** – Have each student tape a piece of 8 1/2" by 11" piece of paper on their back. Give each person a pen. On your "go" have them go to at least 7 different people in class and write a positive note on their backs. Their goal as a class is to make sure everyone in class ends up with at least 7 different "positive" notes on their papers.

**99. Who inspires you?** – Have students share who inspires them. Why? Make a list of their answers to why? What are qualities worth admiring?

**100. Personal mission statement-revisit it** – Define what a mission statement is. Read off some company examples. At the start of the school year, have each student write their personal mission statement for leadership. Have them put them in a sealed envelope with their names on the outside. Sometime during the year, give them back their sealed mission statements. Debrief how they've progressed. Ask them if anyone wants to revise theirs, why?

**101. YES**