

Link Up- Get in the Zone

Set up: Describe to students that you will say a number and a category.
For example: Number- 3 Category- Same shoe size. Once the music goes on, they have to link up in a group of 3 to match that category. When the music stops, if they are in a group of that number they are safe. If they are in a group of more or less people, they have to do a funky dance or something that will make them uncomfortable. (aka...dead cockroach)☺

Possible categories:

-Same birth month, same number of pets, same numbers of siblings, same height, different elementary schools they attended, favorite movie, etc.

Possible Debrief Questions:

-Who here enjoyed dancing in front of the group?

-Who here felt a little uncomfortable?

-What things in life are you comfortable doing?

-What is it called when you moved out of your comfort zone?

LEARNING ZONE

-What are some things in your learning zone?

-How can we continually challenge ourselves and grow as leaders?

Debrief Focus: Comfort zone vs. learning zone, teambuilding, including others, supporting others.

Candy Pass

Setup: Have students stand in a circle, (without talking) and have them close their eyes and put their hands out in front of them. Pass out candy to everyone (except 4-5 students). Tell them to open their eyes. When they open their eyes, begin eating your candy. Once the silence is broken, begin with these questions.

Ask these questions first:

- 1) Raise your hand if you did not get a piece of candy (when you opened your eyes)?
- 2) Raise your hand if you noticed 1 of these people without candy?
- 3) Raise your hand if you did not realize that some people did not have candy?
- 4) Ask the people without candy to share what they felt like? (use their responses for purposeful debrief points).

Possible Debrief Questions:

-Who on our campus is “without candy” or left out?

-How can we identify the students on our campus who are “without candy?”

-What can we do to share our “candy” or reach out to the students who are not involved?

Debrief Focus: Including everyone, reaching out to students who are left out, bridging gaps and reducing cliques.



Cup Game

Setup: Each team has a cup (a stackable container), the toothpicks or other objects are numerous and scattered in the center.

Objective: "To get **all** the objects inside your cup" (all requires eventual teamwork)

Rules: You may only pick up one object (vague, don't say matches. This lets them pick up the cup) at a time.

If you don't mind rough housing, this is the end of the rules. If you want to curtail rough housing create whatever rules you deem necessary. This weekend I said.. if a person holds your wrist neither of you can pick any objects up, but you can release any objects you are holding.

Don't answer questions, get them going quickly and let the paradigm shift happen when they see they won't be able to get **all** the matches by competing.

Possible Debrief Questions:

-What was this experience like for you? What were the results of the activity? (Elicit feelings, talk about the activity)

-Did you notice the other cup?

-How could of this been easier?

Debrief Focus: Working together, working smarter, not harder, "our" cup vs. "my" cup... relating to "our" school vs. "my" project or my student government.



Magic Numbers

Setup: Get 15 items and explain how to win. In order to win, you have to make the other person pick up the last item. Players can pick up 1, 2 or 3 items at a time. Continue to play until the class figures out the solution or gives up.

Trick: In order to win, you want to pick up items 2- 6 -10.

Possible Debrief Questions:

- How did you work together as group to solve this challenge?
- Is there something that I know, that maybe you didn't know in order to win?
- How does knowledge give us power?
- How does knowledge give us more opportunities?

Debrief Focus: Working as team and the idea that knowledge is power.