

Appendix 3

TEAM BUILDERS

Getting to Know Each Other Activities

Team Building and Trust Activities

Basic Energizers

Props and Validation Exercises



Getting to Know Each Other

ADJECTIVE NAME GAME (10-15 MINUTES)

In a circle go around and say an adjective that describes you and starts with the first letter of your name (e.g., Happy Hanna). The next person begins by saying everyone's adjective and name and then adds his or her name and adjective (e.g., Happy Hanna, Jolly Jill, Mysterious María).

SILENT NAME GAME (10 MINUTES)

Ask all the youth to go around and say their names aloud. Then tell them that they are no longer allowed to talk. Ask them to line up in alphabetical order according to their first name. Starting at the front of the line, individuals say their name to determine if the order is correct.

SILENT LINE UP BY BIRTH DATE (10 MINUTES)

Ask the youth to stand up and to arrange themselves in line from oldest to youngest (point where the oldest goes and the youngest goes) without saying a word or making a sound. They can make signals, like nodding, but nothing else. Once they feel they are in order from youngest to oldest (including month, day, and year), ask them to go down the line and say their birthday. Have them each write their name and birthday on a sticky note. The sticky notes can then be placed on a timeline in the room to serve as a reminder.

NAME ORIGINS (10 MINUTES)

Ask all the youth to go around and say how they got their name or what its origin is. Allow one or two follow-up questions to each person if others would like to know a little more.

NAME GAME TOSS (15 MINUTES)

Person one says their name, then someone else's name and throws the ball to that person. That person now has to say person one's name, his or her name, and the name of someone else and throw the ball to them. That person says everyone's name that came before them, then his or her name until everyone has gotten the ball. You have to throw it to someone who hasn't had the ball yet, so pay attention!

Every time someone messes up, go back to the beginning using the same order. After successfully completing the circle, have the group do the sequence backwards. You can also add additional balls and have a couple of sequences going at the same time.

MOVEMENT NAME GAME (10-15 MINUTES)

Ask each person to think of a movement for him or herself. Ask one youth to say his or her name and do the movement. The next person will do that person's movement and say their name and then do one him or herself. Keep going until everyone has had a turn.

BALLOON NAME GAME (10-15 MINUTES)

Stand in a circle and toss a balloon in the air and call someone's name. That person must catch the balloon – or hit it up – before it touches the ground. That person calls out another person's name as soon as the balloon is back up in the air.



Going Deeper

COMMONALITIES (5 MINUTES)

Ask youth to get into pairs with someone they do not know very well. Ask them to make a list of things they have in common (e.g., neighborhood, personality trait, experience), ability. After a few minutes, go around the room, and ask them to share with the group their most surprising commonality.

STAND UP IF (5-10 MINUTES)

Ask participants to "Please stand up if you..." (select categories that are interesting or important for that session). You can also ask for volunteers to say a quality about themselves, something they like, or a goal they have, for example, and then everyone who also has that similarity will stand up. This is a good activity to start off a presentation: It can help youth get to know their audience.

BIG WIND BLOWS (10 MINUTES)

Begin by making a circle of chairs. There should be one less chair than the total number of people playing. One person starts by standing in the middle of the circle and saying something about themselves, ending with "Who else?" Example: "I love chocolate, who else loves chocolate?" All the group members who love chocolate must get up and switch places without selecting the chairs directly on either side of them. The person who is left without a chair goes to the center of the circle and picks the next statement. This game can be light hearted or serious, depending on the content and the group.

TWO TRUTHS AND A LIE (10 MINUTES)

Each person has to think of three statements to share with the group about him or herself, two of which are true and one of which is a lie. Everyone else in the group tries to guess which statement is the lie after each person shares the three statements. Hint: Hand out index cards or scrap paper and have youth take a few minutes before beginning the activity to think about what they are going to say. This will keep the truths and lies varied and will help the activity to move more smoothly.

Going Deeper

THIS CORNER (15 MINUTES)

Number the corners of the room 1-4, writing each number on a large piece of paper so that it is visible. Let youth know that they are to stand by the number that best fits them. Start by using an example: Ask youth to go to #1 if they are an only child, #2 if they have one sibling, #3 if they have two, and #4 if they have three or more siblings. Repeat this process several times using different categories (e.g., types of pets, neighborhoods, where they were born). Depending on the group, you can also have the students discuss topics in their categories (either general “get to know you” questions, or questions specifically related to the project).

YOU WOULDN'T KNOW BY LOOKING AT ME (15 MINUTES)

Give each participant a 3x5 index card and ask them write a little-known fact about him or herself on the card, something he or she wouldn't mind the group knowing. State that they are not to write their name on the card. Collect all the cards, shuffle, and redistribute to the group. If someone gets his or her own card back, exchange it for another. Once they all have an unfamiliar card, ask them to circulate, asking one another yes or no questions about the information on the card. For example, if the card says “I have a pet iguana,” they could ask “Do you have a pet? Is it an iguana?” When the person answering the description is found, he or she signs the card and tapes it on a designated wall space. Once all cards are up read them aloud.

CANDY GAME (10 MINUTES)

Pass around a bowl of small multi-colored candies, and instruct each person to take two to five (they choose the number). Once everyone has picked their candy, youth must tell one unique fact about themselves for each candy in their hands – they can't eat them to reduce facts needed! Variation: each color has a different question or statement that the person needs to respond to. For example:

Red: Something you don't like or try to avoid.

Orange: Name something that motivates you.

Yellow: If you were ruler of the universe for a day, what is the first thing you would do?

Green: If you could have any job, what would it be?

Blue: What is a dream you have about your future?

Pink: Something daring that you have done.

Going Deeper

CLUSTER GAME (10 MINUTES)

The goal of this activity is to form groups quickly based on similarities. Direct youth members to form smaller groups based on criteria you give them. Speed is not essential, but the activity should proceed at a fairly rapid pace, while still allowing individuals to create groups and introduce themselves each time.

Sample Criteria:

People who have the same...

- eye color.
- shirt color.
- Extra-curricular activities.
- birthdays in the same season (within season group, arrange by birth date).
- favorite sport or movie.
- last digit of your telephone number.
- state where they were born.
- neighborhood where they live.

Find someone who...

- had the same breakfast as you.
- has the same shoe size (or has the same size hand).
- has a different religious belief.
- you haven't met yet.
- has the same favorite season.
- has been to a place you would like to visit.

Line up according to:

- Number of siblings.
- Introversiveness/extraversiveness.
- How tired/alert you feel.

Variation: Role Call

Divide the group into two teams. Ask the teams to line up according to various criteria (birthday, name, hair length, amount of time living in the community, number of siblings, number of cousins, etc). The team that lines up in the correct order the fastest wins that round. Go through the order to make sure they are correct. If one team is winning more frequently than the other, mix up the teams. After you have completed a few rounds of the activity, discuss what strategies helped and hindered their organization process. You can also do this as a full group and time them to see how fast they can complete the tasks.

This activity is great to do when your group is working on research analysis since they can notice clusters or "trends" within their group.

Going Deeper

HUMAN SCAVENGER HUNT (15 MINUTES)

Divide the group in half and send each half to a different side of the room. The facilitator stands in the center and calls out the categories listed below (or others). Each group has to figure out which combination of people in their group fits the category, and then send those people to the center of the room. The group who gets their representatives to the center first wins a point.

Sample Categories:

- Two people who have the same first and last initial.
- The person who was born the farthest away from here and the person born closest.
- Two people with the same middle name.
- A group whose ages add up to 50.
- A group whose shoe sizes add up to 30.
- A group who have attended school for a total of 38 years.
- Two people with the same birthday (or birthday month).
- A group of people who can spell a word by putting together the first letters of their first names.
- A group of at least three people who all have different colored eyes.

Debrief: Did anything surprise you? What was the most difficult category for your group? Did someone in your group take the lead? How did you figure out each answer?

LISTEN AND RESPOND (5 MINUTES)

The purpose of this exercise is for youth to practice, as a group, the skill of listening and responding to questions. Pick a volunteer to be “interviewed” by the group, and pick another volunteer to ask an initial question (e.g., “What do you think of your city?” or “What are your hobbies?”). After the first question has been asked and answered, have other youth go around in a circle asking follow-up questions based on the responses of the person being interviewed. Because they don’t have a script, this exercise requires participants to listen and respond to what was said. Remind youth to keep questions respectful.

LISTENING LINES (10 MINUTES)

Have each youth silently stand and face a partner. Each partner will have one to two minutes to share an experience of not being listened to. What was the situation? What was it like? How could you tell you were not being heard? While one partner is talking, the other partner is to be silent. Time the youth and tell them when to switch speaker and listener roles. When the activity is complete, ask the youth to name some of the experiences they have had of not being listened to and some of the issues that came up.

Variation: When it is time to switch roles, ask the new listener to remain with their back turned as the speaker shares his or her experience. With this variation, ask youth (both listeners and talkers in turn) what it was like to be in that situation.

Going Deeper

NAME THAT TUNE/FIND YOUR OTHER HALF

Each person receives an index card with either the title of a well-known song printed on it or the name of its associated artist. The task is to create pairs based on aligning the song with its respective artist. Once the pairs have been made, introductions are done and each individual gives a specific fact about themselves. This can be continued for multiple iterations with new index cards. Other possible pair combinations:

- Book title and author.
- Movie title with actors/actresses.
- Countries with leaders.
- Cities with professional sports teams.

Variation: You can also do this with duos (e.g., Mickey and Minnie, Bonnie and Clyde). In this case, participants have their character taped to their back and must ask yes or no questions to their peers to find out who they are. Once they know who they are, they can find their other half.

TAKING A STAND (ADAPTED FROM INNOVATION CENTER FOR COMMUNITY AND YOUTH DEVELOPMENT) (15 MINUTES)

Place signs saying Strongly Agree and Strongly Disagree on opposite walls. Emphasize that there is no right or wrong answer. Have students stand in the center of the room. Read a list of statements and tell the students to line up against the sign they most agree with – they can also remain in the middle. Begin with simple questions, such as, “Pizza is my favorite food” or “I think grades are important for my future.” Gradually move to deeper topics by using questions like, “I feel safe walking home after dark” or “There’s a problem with gangs in our community.”

Debrief: Talk about different perspectives on the issues. Discuss how this learning experience could be helpful in working together as a team.

BACK-TO-BACK DRAWING (15 MINUTES)

This activity highlights the importance of clear directions and active listening.

Give each person two blank pieces of paper and a marker or pen. Ask everyone to find a partner and sit down back to back. Ask everyone to draw a picture on one of the sheets of paper. After all youth have drawn a picture (make sure they don’t let their partner see!), have each pair designate one person as the artist and the other person as the “art director.” Sitting back to back (and therefore unable to see the other person’s sheet of paper), the artist must follow the art director’s verbal directions and try to successfully draw the same picture as their partner. This requires very good directions! Switch roles, so each person in the pair has a chance to be the artist and the art director.

Debrief: Discuss their experiences and compare the original drawings with the instructed drawings. What was difficult about this activity?

Going Deeper

LIFE LINE (ADAPTED FROM NATIONAL 4-H COUNCIL) (30 MINUTES)

The purpose of this activity is to share life events; to build trust and empathy; to gain understanding into the events in our life that were beyond our control and how we coped; and to gain insight into those which were within our control and how we problem solved.

Materials: Paper (one sheet for each participant); colored pencils or pen.

Ask participants to draw a horizontal line across the paper, with their birth date at one end and today's date at the other. Instruct them to mark significant life events along the line, to write a brief description of each, and to note their age at the time (e.g., 3 years/mumps; 4 years/brother born). After each life line is complete, have them write beside each event whether it was within their control or not (N=No Control, C=Control). Take turns sharing life lines. If appropriate, probe to find out how they coped or resolved problems. Point out similarities. If grief is a central theme, discuss what this was like for them.

LABELS (ADAPTED FROM THE NATIONAL CONFERENCE) (30 MINUTES)

The purpose of this activity is to examine the phenomenon of using labels for ourselves and for others and to consider the meanings labels can acquire in particular cultural contexts.

Materials: Create worksheets with the heading "I am..." that contain several labels categorized in groups such as gender/sex; height; eye color; hair color; religion; school clique; ethnicity and race. You will also need sticky notes and butcher paper sheet titled The Label Junkyard.

Distribute the worksheets and ask participants to circle the labels that apply to them personally. Ask them to use the sticky note to write down one label they never wish to hear used about them again. Have them post their sticky notes on the labeled The Label Junkyard. Discuss the worksheet and the Junkyard, using such questions as:

- How do you feel about labels?
- What is the advantage of being a person with your labels? What are the disadvantages?
- Why do you think we use labels?
- What harm can be done by labeling?

Read the labels in the Junkyard and then use the YELL decision-making process to decide what to do with this sheet. Options may include posting it in the room, deciding on a consequence for each time someone uses a label, or giving everyone a turn to tear it up.

GONE FISHING (10 MINUTES)

Prepare for this activity by drawing a fish on each of three sheets of paper. Draw one fish big, one fish small, and one fish a medium size. Have the participants stand in two lines facing one another, with enough space between the two lines for you to walk comfortably between them. Tell participants that this will be a silent exercise until the end. Arrange the fish drawings so that you can walk down the center of the two groups showing one line of participants the biggest fish and the other side the smallest fish (you can tape the papers back to back – but make sure that the lines don't show through). Then walk back down the center of the two lines with the medium size fish drawing so that both sides can see. Tell the group that on the count of three they are going to shout out a description of the second fish they saw. Reflection: What does this exercise show about perception of what you see?

Going Deeper

PICK YOUR NUMBER (15 MINUTES)

Along the wall or on the floor, place the numbers 1 to 10 with enough room for several people to stand at each number. Tell participants that after each statement they should stand next to the number that represents where they think the statement falls on the continuum of youth inclusion: 1 represents youth being completely excluded and 10 represents youth being fully encouraged and welcomed.

Ask the participants the following questions: To what extent are young people involved in the planning, operations, and evaluation of programs and organizations that exist to promote their well being (in other words how much influence do youth have) at the:

- National level?
- State level?
- Community level?
- School level?
- In this program/group?

After each statement has been made and everyone is standing at one of the numbers, ask a few participants what made them choose that number and why. Make sure that participants understand that there is no right or wrong answer—it is their opinion of what truly exists. Ask participants how they would like it to be ideally.

GROUP SCULPTURES (15 MINUTES)

Have participants walk freely in the center of the room until the facilitator says stop. Participants must quickly break into groups of three or four. Each small group then has three minutes to decide on an object and devise a plan to create the object using the bodies of all group members. For example: Youth can make a telephone by having two people on their knees with their hands out as the numbers, another person as the receiver, and final member can “make a call.” Each group has a chance to show their object to the other teams. Everyone tries to guess what they are. Repeat the process for two or three rounds as time allows.

Alternatives: Participants stay in the same group as the facilitator names specific categories (common household items, appliances, something you would find at an amusement park, a type of food).

Debrief: What were the different approaches taken by groups to decide which object to create? How did you decide what role each group member would take? Did the decision-making process change from round to round?

Going Deeper

SILENT LINE UP BY TV HOURS (10 MINUTES)

Ask youth to stand up and silently arrange themselves in a line according to the number of hours of TV they watch each week – from fewest of hours of TV watched a day to most (point to where the most and the least). They can make signals and nod, but nothing else. Once they are lined up, have them go down the line and say how many hours they watch.

Debrief: Ask the people that watch the most TV – what do we know about the people who watch the least TV? Then ask the people who watch the least what they know about the people who watch the most. Have them generate as many ideas as they can. Then ask the group, “What do we know about the people in the middle?” After the group has named their assumptions about each of the groups based on the amount of TV watched per week, ask “What do we really know about anyone based on the amount of TV they watch? Can we really know anything about someone for sure based on the amount of TV they watch? What else would you need to know?” This is a great opportunity to talk about how the mind likes to categorize and make meaning even when all of the facts aren’t present, and about how we make assumptions about people and things based on limited information. Tie this to the importance of evidence and inquiry!

MEDICINE WHEEL (15 MINUTES)

Have youth pick partners and form two interfacing circles – with one partner in the inner circle and one in the outer circle (facing each other). The people in the outer circle are sculptors, and the people in the inner circle are clay. The sculptor’s job is to silently mold the clay into a particular shape. Before you begin, have the sculptors check if it is OK to physically touch the people being sculpted, or if they prefer to be told quietly how to move. Begin by asking the sculptors to mold their clay into someone who just opened the best present ever – something they have always wanted (give them about one minute). Once everyone is done, ask the sculptures to freeze in place, while the sculptors all walk around the outside of the circle to see the other creations. Then have the sculptures turn in to face the center of the circle so they can see each other.

Now have partners switch places (and roles). Have the new sculptors shape their partners into the form of someone without any power. Repeat the “freeze” and viewing process outlined above. Finally, have partners switch one more time and then sculpt their partner in the form of a leader.

Debrief: While youth are still in the circle, ask them what qualities they saw in the different sculptures. What was it like to be shaped by someone else? What was it like to shape someone into the different forms?



Going Deeper

PEOPLE BINGO (10 MINUTES)

This activity is designed to help youth get to know each other and to demonstrate the diversity of experience and interest within the group. Pass out People Bingo cards and a pen to each participant. Give them time to fill up their cards. The person to fill up his or her card first wins.

PEOPLE BINGO

Someone who plays basketball	Someone who likes chocolate ice cream	Someone who was born in another state or country	Someone who will whistle "Mary had a little lamb" for you	Someone who will do 10 jumping jacks for you
Someone who loves to read	Someone who is wearing black socks	Someone who has been to Washington, DC	Someone who has a pet dog	Someone who has at least two sisters or brothers
Someone who plays an instrument	Someone who knows how to skip	FREE	Someone who has freckles	Someone who wears glasses
Someone who watched a movie last night	Someone who has been to Oregon	Someone who will sing the "ABC Song" for you	Someone who is wearing a necklace	Someone who speaks two or more languages
Someone who likes to cook	Someone who had a sandwich for lunch	Someone who knows how to skateboard	Someone who has painted fingernails	Someone who is wearing a hat

This is a sample. Use the template to make up a People Bingo card that is challenging and relevant for your group composition and community context.

Going Deeper

LEADERSHIP STYLE (30 MINUTES)

The purpose of this activity is to reflect on qualities suited for leadership and for teamwork

Materials: Sticky notes and butcher paper with two columns labeled Leadership and Teamwork

Activity: Ask everyone to close their eyes and think about his or her best quality. Ask them to write their quality on a sticky note. Next, ask them to think of an action that would demonstrate or represent this quality. Once they've thought of this action, they may open their eyes, stand, and form a circle.

Everyone in the circle will say his or her name while making a gesture or motion. Begin with the facilitator. After the facilitator performs the motion, the person to his or her right repeats both the facilitator's name and the gesture he or she created, and then says his or her own name and gesture. Each person to the right must repeat until the last person has to do them all.

Have the group return to their seats and ask them to reflect on the qualities of leaders and team players. Ask them to determine whether or not the quality they chose for themselves is suited for leadership or teamwork. Ask them to post their sticky note on the appropriate side of the butcher paper allocated for this activity. If it applies to both, they can put it on the dividing line, and if it applies to neither, they should hand it to the facilitator. Read the lists for the two columns and ask the students if they think any of the qualities should be moved from one column to the other.

Debrief: Where possible, try to connect their thinking with real world examples of leaders. Also, ask them if there are any fundamental leadership qualities or team-player qualities that should be added.

OBJECT OF INTEREST (15 MINUTES)

Pass out an index card and ask participants to think back to elementary school and "show-and-tell" activities. Ask them to think of an object that is personally significant and then to imagine that they are bringing this object for a show-and-tell in this group. Have youth silently write down what the object or thing is and why it is important to them. Share out in a circle. Remind youth that they can choose whether or not to share out (they can pass).

Debrief: Ask youth what they noticed. Were there patterns in the sorts of things people chose? Any surprises? Point out that we all place importance on different sorts of things and have different priorities. There needs to be safety and respect in order for everyone to best express and share what they care about and think.



Boundary-Breaking Questions

Directions: Go around the circle and have everyone pick a question from a hat or box. Sample questions:

- Who is the most relevant person of our time? Why?
- What is the title of the best book you have read? Why?
- What is the name of the best movie you have ever seen? Why?
- What comes to mind when you hear the word "reality"? Why?
- What is the most beautiful thing about people? Why?
- What is the most honest thing you have done?
- If you could change one thing about yourself, what would you change? Why?
- What do you like to do most with a free hour? Why?
- What is the most significant event of the last three months? Why?
- On what basis do you select your friends? Why?
- What is the most overwhelming thing you know? Why?
- What is the greatest problem in the United States? Why?
- What thing makes you the most humble? Why?
- What is the greatest value that guides your life? Why?
- If you could choose to be an animal, what animal would you choose? Why?
- If you could smash one thing and one thing only, what would you smash? Why?
- What is the greatest crime one person can commit against another? Why?
- For what do you think you would be willing to lay down your life? Why?
- If you were tape recording the sound of violence, what sound would you hear? Why?
- What sound would you use for beauty? Why?
- If an atomic bomb were to explode in 10 minutes, what would you do? Why?
- What one word would you put on your gravestone? Why?
- How many children do you want? Why?
- Choose a word that best describes your life up to this moment. Explain.
- What is your biggest worry? Why?
- What was the best gift you have ever received? Why?
- What do people like best about you? Why?

Boundary Breaking Questions

- What is the best gift you have ever given to somebody? Why?
- What do you think of when you think of tragedy? Why?
- What person has influenced your life the most? Why?
- What skill do you need in order to succeed? Why?
- What talent would you like to develop? Why?
- What makes you most secure? Why?
- What institution is in need of change the most? Why?
- If you could eat dinner with any three people from history, who would you pick? Why?
- When do you feel most lonely? Why?
- When do you sense being most alive? Why?
- What TV advertisement bothers you the most? Why?
- What will you be doing 10 years from now? Why?
- What future discovery do you anticipate most? Why?
- What do you love most? Why?
- What superpower would you want, if you could have any? Why?
- What is your favorite meal? Why?
- What kind of adventure would you want to go on? Why?
- Where do you want to visit most in the world? Why?
- When was the last time you felt content? Why?

Team Building and Trust

PUSH ME-PULL ME'S (ADAPTED FROM NATIONAL 4-H COUNCIL) (10 MINUTES)

The purpose of this activity is to promote trust in the group and to demonstrate how cooperation can be used to achieve a goal. Have the group form a circle and hook elbows. Ask one person at a time to keep his or her feet in the same spot and remain still while leaning forward. Instruct the people to each side of this person to lower themselves slowly, each placing their knee closest to the person on the floor, while they lower the middle person until his or her nose touches the floor. Next have them raise him or her to a standing position. The whole group will feel the weight and therefore will need to assist at all times.

Debrief: Ask participants to identify how the group worked together during this activity.

THE HUMAN KNOT (10 MINUTES)

Ask everyone to stand in a tight circle and extend their hands into the center. Ask everyone to grab one person's hand (across the circle) with their right hand, and another person's hand with their left. Explain that the group now needs to work together to get themselves untangled without ever letting go of hands. Depending on the size of your group, you may break into two smaller groups.

TEAM-TRAIL ACTIVITY (35 MINUTES)

Using masking tape, construct a grid on the floor. It should have at least 36 boxes (6x6). The facilitator should have a piece of paper with a similar grid and a trail marked out on that grid to refer to during the activity. Ask the students to break into two lines and stand at one end of the grid, across from the facilitator. Explain the goal of this activity: To find the trail from one side of the grid to the other side.

No one is allowed to talk or help each other out in any way. A person from one line will guess which box begins the trail by stepping into a box in the first row. If he or she finds the box that begins the trail, the facilitator remains silent and the student can try to find the next box in the trail. If at any point the student steps into a box that is not the next box on the trail, the facilitator will say a phrase that signals that the person's turn is over. A member of the other line will then have a turn. The order of the boxes in the trail must be followed.

Once the correct trail is discovered, ask every student to use it to make his or her way across.

Debrief: Encourage them to think about such things as the experiences of working together as a team and making and learning from mistakes.

- How did you feel while doing this activity?
- What do you think the lesson of the game is?
- How is this game similar to and different from the YELL processes of group work and problem solving?

Team Building and Trust

MIRROR IMAGE (WWW.WILDERDOM.COM/GAMES/INITIATIVEGAMES.HTML) (15 MINUTES)

Start with a demonstration. Invite a volunteer to stand facing you about two to three feet away. Instruct the volunteer to “mirror” as exactly as possible, everything that you do as if a real reflection. Make your movements interesting and slow enough for the other person to follow. Be silly, or include a task like brushing your teeth. The demonstration helps to loosen up conceptions and inhibitions. After youth understand the activity, ask them to get into pairs and take turns mirroring the actions and movements of the other person.

FOLLOW THE LEADER (10 MINUTES)

Assemble participants into a circle (facing in). Ask for a volunteer to be the guesser. This person will then step out of the room. Once that person is outside, pick someone in the group to be the leader. Her or his role is to lead the group without the guesser figuring out that he or she is the leader. Have the leader start a motion that everyone else must follow (e.g., clapping hands, waving, rubbing belly). Once everyone is doing the motion, ask the guesser to come back in and stand in the middle of the circle by the guesser, and try to guess who is initiating the motions. The leader must change motions when they think that they are unobserved. The rest of the group tries to follow as quickly as possible to make it harder to guess who is leading. Once the person in the middle guesses correctly, repeat the process with a new guesser and leader.

Debrief: What does this say about leadership? Is it always easy to tell who is leading? Ask youth to think of examples of leaders who led by supporting others and keeping a group focused. Are there other different kinds of leaders?

TRUST WALK (10 MINUTES)

This activity focuses on understanding aspects of effective communication. Before session, prepare a clear, safe area for this activity and gather objects for youth to collect (lollipops, pencils, or water bottles work well). Place youth in pairs or small groups and have one member put on a blindfold. Once a member of every pair or group is blindfolded, place the objects randomly around the area. The blindfolded person must gather as many objects as possible, solely based on the verbal instructions provided by his or her partner(s). “Seeing” partners cannot touch the blindfolded person or the objects and can only communicate verbally.

Variation: Take away the verbal communication – the seeing partners can no longer talk but can make sounds.

Debrief: Stress the importance of safety while also taking positive risks. After youth complete the activity, discuss why students did or did not trust their partner when they were being led. What would have made them trust each other more? What communication methods worked and what didn’t for the group? What was difficult for the individual who had to complete the task? What was difficult for the group? What aspects of communication did this exercise demonstrate?

Team Building and Trust

SCRIBBLE DRAWING (10 MINUTES)

Give participants a piece of paper and marker and tell them to scribble until you say to stop (about 5-10 seconds). Next, have them trade papers and try to create a picture out of someone else's scribble. Debrief by discussing how each one of them used their own perspectives and creativity to create a positive change. Stress the need for creative thinking and how something that is initially nothing special (or a problem) can be transformed into something interesting, useful, or even beautiful.

THE HIGHEST TOWER (30 MINUTES)

Materials:

- Several sheets of newspaper
- Sheets of 8x11 paper
- Paperclips
- Masking tape
- Envelope
- Pieces of cardboard

Suggestions: The ground rules that the youth generate at the end of this activity can be used as a starting-off point for a discussion of rules, rights, and responsibilities.

Activity: One facilitator at each table will explain the instructions.

Hand out materials. These need to be exactly the same for all teams.

Instruct each group to try to build the highest standing tower using only the materials available. The tower must stand on its own. Allot five minutes to plan (they can touch the materials only to explain their ideas) and 10 minutes to construct. When they are done, measure the towers to see who won.

Debrief: Within each small group, have a short discussion about how they made decisions and worked together. Record the ground rules they develop on sticky notes. Some questions to spark discussion:

- How do you think we worked together as a team?
- What helped us work well together?
- Did anyone assume a leadership role?
- What could we have done better?

Team Building and Trust

ISLAND PARADISE? (1-2 HOURS)

*At least 16 people

Materials: Clay and paper and pens.

Divide into groups of about eight, creating at least two but preferably three or more groups. Give each group a football size lump of potter clay with the task of creating an island that all would inhabit. Proceed through the exercise as follows:

The first part of the exercise will be done silently. In this portion, each member of the group will silently construct their idea of the island on paper, complete with geographical features and shelter for themselves. Allow about 10 minutes.

Have the group members talk amongst themselves and determine a concept for a community island. Elements to discuss include how their island will operate, such as health care, education, commerce, defense, food production, transportation, and governing structure. Though all of these cannot be modeled in clay, discussion can still occur and be facilitated by advisors. Allow about 40 minutes.

Once group islands have been established, then inform the groups that other islands exist (the other groups) and that if they want, they can interact with them. The groups have to figure out how interactions will occur – attack, commerce, trade rules? Allow about 20 minutes.

Debrief: Facilitate an assessment of the activity and issues that arose. Allow up to 20 minutes or as much time as is available/needed. Topics to direct conversation include:

1. Leadership – did someone take charge in each group?
2. Decision making – did any systematic decision-making process occur? Was it effective?
3. Communication – what methods were used within groups and between groups?
4. Planning – what was good planning and what was not?
5. Morality and Integrity – did these issues arise? If so, how and what was the outcome?
6. Culture – did islands create their own culture? If so, what was it? When allowed to interact with other islands, did an island's original culture change? If so, how?



Facilitation Tip:

- *A flat surface is helpful to construct the islands, such as large sheets of paper or a board.*
- *Clay can be messy, so having aprons or some way to clean up after the activity is useful.*
- *If available, a sandbox or beach would also create a good setting to do the exercise.*

Team Building and Trust

WIDGET ASSEMBLY (1 HOUR)

The goal of this activity is to appreciate the challenges of articulating one's vision and goals to others. A widget assembly line is used to convey this idea.

Materials: A large roll of craft paper and an additional empty roll. On a medium-sized table, set up the roll of craft paper on one end and affix the end of the paper to the empty roll on the other end. Affix in such a way that the paper can be rolled from the full roll to the empty one. This will become the assembly line. A collection of assorted LEGOs is needed as the building components for the assembly line along with small containers at the various assembly station points.

Divide into groups of five to seven people. Prior to briefing the group on the activity, have one person designated as the leader or manager. This person will receive the actual briefing from the facilitator regarding the specifics of the activity and what widget the assembly line must make. This is the only person who is aware of the entire scope of the task. Ideally, he or she does not see the layout of the assembly line, but does receive an explicit schematic and a list of the component LEGOs available. This individual is provided with a sample of the widget to make and must organize the group and convey to them what needs to be accomplished. A box at the end of the assembly line and a partition would be useful so that the leader/manager can see only the end product and make adjustments from there. They cannot go onto the assembly line and show the rest of the group how they want the final product to look; they can only affect change verbally. Once the leader/manager has given instructions to the group, the facilitator will turn on the assembly line by beginning to roll the paper from the full roll to the empty roll.

The widgets need to be complicated, and details of organization and sequencing should be left to whomever is designated as the leader/manager. A number of aspects will need to be considered, which can drive discussion at the end of the activity. Given the final product, the manager must decide how it should be constructed on the assembly line and inform the builders what components are needed, along with other organization issues. Have multiple widgets available for construction so that all members in the group have an opportunity to be the leader/manager. Time the task to see how long it takes the group to successfully complete a widget or to make a specified number of correct widgets.

Depending on site capabilities, another way of doing this activity is to have the assembly line and builders in one room and the leader/manager able to view the proceeding through a window. Based on observation, the manager can then relay messages to the group on how to fix any issues. This may be an easier task for the group to start with and then proceed to the format where the leader/manager is completely blind to the assembly line. This can depict the evolution of trust and confidence that the leader/manager has in the group as they begin to understand his/her way of conveying information.

Many adaptations and extensions are possible with this activity, so be creative as the group begins to master the basics of working together and effectively conveying their widget vision.

Debrief: Ensure that time is left at the end so the group can discuss what worked and what didn't regarding how the leader/manager conveyed information. Also have them reflect on whether the task became easier after several iterations and why this may or may not be so.

Team Building and Trust

ALL ABOARD! (15 MINUTES)

This activity requires working together in close physical proximity to solve a practical problem. It tends to emphasize group communication, cooperation, patience, and problem-solving strategy, as well as issues related to physical self and physical proximity.

Basic method: Ask the whole group to try to fit inside a small area which can be marked by a tarp, a small platforms, or a circle of rope, or a blanket.

When the group succeeds, decrease the area (e.g., changing platforms, shrinking the circle, or folding the tarp) and challenge the group again. How far can the group go?

Cautions: Obviously people are going to need to feel physically comfortable in order to get physically close and be supportive of one another. Make sure people are warmed up and preferably have removed excessive jewelry, watches, and other loose objects.

Variation: Tarp Flip Over: With a group standing on a tarp, challenge them to turn the tarp over without anyone touching the ground in the process.

NEWSPAPER DOG (10 MINUTES)

Break youth into groups of five, and give each group a stack of newspaper and a roll of masking tape. Each group must create a dog out of the newspaper and tape in five minutes. Afterwards, ask each group:

- What was your group dynamic like?
- Was there a dominant leadership style within the group?
- What are your strengths as a group?
- What does each of you bring or contribute to the group?

DO YOU LOOK LIKE A SUPERHERO? (15 MINUTES)

Have each participant draw a "community superhero" suit that a hero would wear. What objects would a superhero in your community need in his or her tool belt? What image would a hero present? Does your hero stand out in a crowd with bright colors or does your hero look like someone in your school, your neighborhood, your religious community? Have each participant explain to the group the reasons behind each detail of his or her drawing.



Team Building and Trust

QUESTION WHEEL (5 MINUTES)

Create a circle on the floor with tape or chalk, and divide into quadrants labeled with the numbers 1 through 4. Make sure there is enough room for everyone to stand on the wheel. Ask a series of questions, each with four possible responses. Instruct youth to stand on the number that best fits with their answer. You can also ask questions that help to evaluate how youth are feeling about the program or their accomplishments. After they have chosen where to stand, ask the group what they see in terms of distribution: Where are most people standing? Least? Why do they think this pattern exists?

Example Question: It is hard to find an affordable place to live in this community.

Stand on #1 if you strongly disagree, #2 if you disagree, #3 if you agree, #4 if you strongly agree.

FOUR CORNERS (15 MINUTES)

Write the words Agree, Disagree, Somewhat Agree, and Somewhat Disagree on four pieces of paper and post each at a different corner of the room. Ask youth and adult staff and volunteers to listen to the following statements and stand under the sign that best reflects how they feel. Debrief by discussing that different people respond to differently depending on their interests, personal perspectives, and experiences.

Use the following statements, or pick your own:

- I think people are born with equal opportunities to succeed.
- I think everyone should go to college.
- I think that adults generally respect youth.
- I like to share what I know and think with others.
- I like taking action!
- I like to try to persuade other people to see things my way.

SWIMMING TO FLYING (10 MINUTES)

The goal of the game is to become a bird. All participants start as fish and should “swim” around the room. When a fish finds another fish they stop and play rock/paper/scissors once. The winner becomes a frog and jumps away. The fish swims away looking for another fish to play with. A frog must find another frog to play rock/paper/scissors with. The winner of a game between two frogs becomes a bird and flies around watching the rest of the games. When there is only one fish, one frog, and a group of birds the game is over.

Debrief: What did you think of the game? Is playing a game where most will win more fun or less fun than a game with one winner? How is this type of game different?

Team Building and Trust

WACKY SPEECH (20 MINUTES)

In a circle, have each youth write down something they expect from adults, then pass their paper or index card to the person on their left. Below what is already written on the paper they have received, have youth write their favorite animal or song, and again, pass the paper to the left. Next, have youth write what they would wish for if they had one wish. Pass the paper one more time. Now each youth should have a piece of paper with three things on it. One at a time, have youth create an argument or "case" from the statements on their card or paper. The argument must meet two criteria: It must be expressed with real concern or passion, and it must ask for the group to do or think about something specific that includes all three items. Encourage youth to be as creative and silly as possible. Their argument does not need to make sense!

Basic Energizers

LOOK UP AND SCREAM! (5 MINUTES)

Have youth stand in a close circle and instruct everyone to look down at their shoes. On the count of three ask youth to look up and pick one person to look at. If that person is looking back at them (rather than at someone else), both people scream! This is a loud, fun activity.

QUESTION GAME (5 MINUTES)

The group must sit or stand in a circle. The first person can ask a question (any question, just not personal or derogatory) to the person to their left or right. The person DOES NOT ANSWER, but asks another question. Whoever is asked a question must then ask the person to their left or right another question. If you repeat a question or hesitate, you are disqualified. The goal is to keep going with new questions!

FOCUS AND COUNT (10 MINUTES)

The facilitator starts out by saying the number 1. Then without saying anything or making a gesture, someone else has to say 2, then someone else says 3 and so on until 10. The object of the game is to count to 10 without people saying the same number at the same time. Also, you can't say a number two times in a row. Select someone to start with the number 1 and begin.

TELEPHONE CHARADES (10 MINUTES)

While half the group sits as the audience, the other half stands in a line. The first person in the line is to act out something (e.g., frying eggs, fishing, Elvis). This person charades the action for the second person in line while all the other people in the line have their backs turned (so they cannot see the action). The second person then acts out what he or she saw for the third person, and this process continues down the line. The last person then tries to guess what the action is.

Debrief: What does this activity tell us about communication?

STORY (10 MINUTES)

Ask everyone to sit in a circle. In this activity, the group will tell a story – but each person can only add one word at a time! Ask for a volunteer to start the story by saying one word. The next person has to continue building on the sentence by saying another word. Continue until the group has formed at least a sentence or two.

Debrief: How does this activity relate to teamwork?

STORY TELLER (10 MINUTES)

Ask one participant to begin to tell a story. After 30 seconds have, have another participant stand up and summarize the story thus far and then continue it for another 30 seconds. Repeat this process until the story is over.

Debrief: Focus on the importance of listening and cooperation. How the story changed as each person summarized?

Basic Energizers

BIPPITY BIPPITY BOP (10-15 MINUTES)

Everyone sits or stands in a circle. Ask for a volunteer to stand in the middle of the circle. That person spins madly as they count up to 10. When they get to 10, they stop and point to someone in the circle. That person then sticks their arm out in front of their face and dangles it like an elephant trunk. The people on either side of the person have to make the ears of the elephant with their arms. While this is going on, the person in the circle has to say Bippity Bippity and by the time they say Bop, all three elephant parts must be in place. The person who did not finish their part of the elephant in time trades places with the person in the center and the game continues. Ties are decided by someone from the circle.

PICTIONARY RACE (10 MINUTES)

Divide the group into two teams and have each team go to a different part of the room. Each team should have a few sheets of butcher paper to draw on. Have someone stand in the middle of the room with a set of cards, each with a secret word that the teams will have to guess. When the facilitator says go, each team will send a representative to see the secret word. The representative then returns to the group, draws (without talking), and the team has to guess the word. Once they guess it, they send another team member to read and draw the next word. If you are using the same sets of words for both teams, remind the teams to be quiet if they don't want the other team to hear their answers! Whoever finishes first wins. (Sample words: Leader, Community, Student, Activist, Principal, Park, Friend.)

LOOP-DE-LOOP (10 MINUTES)

Have the youth stand in a circle and hold hands. Start one hula hoop (or innertube, long loop of rope) hanging over one pair of joined hands. Each person in the circle must pass the hoop/loop over him/herself and on to the next person – WITHOUT letting go of hands. This activity could be timed or done with two or three hoops/loops going at the same time in different directions.

BUILDING A PEANUT BUTTER AND JELLY SANDWICH (10 MINUTES)

Pretend to be an alien who doesn't know how to make a peanut butter and jelly sandwich. Have the participants instruct the alien step by step on how to do so. Take every suggestion as literally as possible ("put hand on jar lid and twist") to illustrate the importance of being specific and thorough. Have a brief recap discussion to clarify the points and to allow students to express frustration at not being able to communicate with the alien.

FREE ASSOCIATION (5 MINUTES)

In a circle, have someone start by saying a word and go around with each person saying the first thing that comes to their mind (remind them to keep it appropriate!).

Props and Validations

PROPS

“Props” can refer to good things people do or say, or to qualities they bring to the group.

After the first couple of sessions, give participants a sheet of sticker labels, and have them write a prop for each person in the group. After everyone has written a prop for everyone, have youth put the stickers on each other. At the end of the session, give students a piece of paper for all their props so they can keep them.

Another option is a “props bags” – brown paper lunch bags that youth decorate with their names. Keep these bags in the room, next to a stack of paper and pens. Encourage youth to share props by writing down the positive qualities or actions of others and placing those notes in the bags. Make sure everyone writes at least one prop for every person in the group (so that no one ends up with an empty bag and youth have to find the good and positives in everyone), and make sure to include staff and adult leaders! Youth can choose to sign their props or make them anonymous.

SWEET THANKS

Pass out five (or any number) candies to everyone in the group. Set a time limit of about 30 minutes for everyone to pass out their candies to each other, one candy for every validation. If someone has already gotten five candies, they must sit down until everyone else gets five.

THANKS AND APOLOGIES

Go around the circle and have each person give thanks to the group and/or apologies. This is a great process to use when there have been some conflicts that have been resolved, and you want to give youth the opportunity to acknowledge personal regret or gratitude in the group setting.

WORDS OF APPRECIATION

With everyone seated in a circle, pass out a piece of paper and pen or pencil to each youth and staff. Ask everyone to write their name at the top of the paper. Once everyone is done, pass the papers to the left. Each person should write one quality or trait that they appreciate about the person whose name is at the top of the paper. Once they have written something, pass the paper to the next person. Keep the papers going until everyone has added something to every person’s sheet, and everyone has their own. Ask youth to avoid focusing on physical traits and to stay positive. Encourage people to be as specific as possible. Specifics will make it more meaningful.



Note:

Many communities have Ropes Courses and other team-building resources. Activities like Trust Falls and Lifts are also powerful experiences for groups and individuals. These activities must have high supervision and staff training or experience.

NOTES



List of Reference Materials

INTRODUCTION AND GETTING STARTED REFERENCE MATERIALS

- **First Quote in introduction:** John W. Gardner, American Leadership Forum graduation speech, San Jose 1997.
- **A Note on Youth Leadership Quote:** Gardner, J. W. (1968). No Easy Victories. New York: Harper & Row.
- **Getting Started Introduction Quote:** Gardner, J. W. (1964). Self Renewal (pp 11). New York: Harper & Row.

UNIT 1 REFERENCE MATERIALS

- **Session 1:** Confidentiality Guidelines – Master 1.1b -- Adapted from a resource by Samira Soleimanpour, MPH. School Based-Health Center Student Research Project of the Institute for Health Policy Studies. University of California, San Francisco.
- **Session 2:** Earthquake Activity and Master Copy 1.2a and 1.2b Designed by Dr. Joe Fisher, President, Aviat, a subsidiary of ORION International, Ann Arbor, Michigan.
- **Session 8:** Master Copy 1.8b Fun Fact
http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm.
- **Session 11:** Mock City Council based on an actual Youth Bus Pass campaign that Kids First Oakland youth leaders and allies organized in 2001 securing free and affordable transportation for 25,000 low-income youth www.kidsfirstoakland.org.
- **Session 13:** Murder Mystery Mayhem adapted from an activity designed by the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, MA. 1973.
- **Session 15:** Situational Leadership adapted from the Model by Ken Blanchard and Paul Hersey.

UNIT 2 REFERENCE MATERIALS

- **Session 2:** Warm up: Mirror Image adapted from The Wilderdom Store: www.wilderdom.com/games/descriptions/MirrorImage.html. Content on this site has been placed in the public domain and, unless otherwise indicated, is subject to the principles of copyleft. For legalistic purposes, please refer to the Creative Commons Attribution 2.5 License.
- **Session 4:** Leadership Compass adapted from an activity designed by the Bonner Foundation and COOL (Campus Outreach Opportunity League) www.bonner.org/
- **Session 7:** Identity Cards Activity adapted from an activity by Maria Kelly, academic dean at the Saint Paul Conservatory for Performing Arts
- **Session 10:** Adapted from "The Spectrum of Adult Attitudes toward Young People," The Technology of Prevention Workbook, William A. Lofquist, Associates for Youth Development Inc., 1989, pages 47-50.

List of Reference Materials

- **Session 11:** Structures of Organizations was adapted from an activity created by Youth in Focus of Oakland, www.youthinfocus.net.
- **Session 12:** Easley, L. (1978). The Star Thrower (adapted by MuttCats to The Star Fish Story). Retrieved July 6th, 2007, from <http://muttcats.com/starfish.htm>.

UNIT 3 REFERENCE MATERIALS

- **Unit 3 Introduction Quote:** Gardner, J. W. (1964). Self Renewal. New York: Harper & Row.
- **Session 1:** Knowledge is Power role plays from www.whatkidscando.org
- **Session 9:** Adapted from The Co/Motion Guide to Youth-led Social Change by the Alliance for Justice www.afj.org/index.html
- **Session 25:** Adapted from the Co/Motion Guide to Youth-led Social Change by the Alliance for Justice www.afj.org/index.html

APPENDIX 2 REFERENCE MATERIALS

- **Definitions** – What is Youth Development and What is a Youth Development Environment:
 - CNYD. (2001). Youth Development Guide: Engaging young people in after school programming. Community Network for Youth Development, San Francisco: www.cnyd.org/trainingtools/index.php.
 - Eccles, J.S. 92002). Community programs to promote youth development. Washington, DC: National Academy Press.

