

10 Minute Leadership Lessons



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We believe **Leadership Skills** and **Concepts** can be learned through **fun, hands-on, experiential** learning opportunities. In this workshop and handout, we have tried to identify many of these skills and to offer ideas and activities to help teach these concepts. 10 Minute Leadership Lessons are fun, thought-provoking experiences that can lead to stimulating discussions, meaningful insights, and significant learning for participants. These lessons can be used to on their own or as part of a larger experience. They will help participants understand, internalize, and utilize a wide array of important leadership concepts, skills, and ideas.

Experiential Learning at a Glance -Pages 2-4

Leadership Skills: Index of Activities

Understanding Yourself/Your Traits

- Who's At Your Table
- How I Rank Myself in Qualities of Being a Leader

Getting to Know Each Other

- Knee to Knee
- Pride Lines

Team Building/Group Process

- Alphabet Dancing
- Musical Paper Bags
- 10 Body Parts
- In This Group...
- Evolution Rock/Paper/Scissors
- Who's the Leader?

Communication/Goal Setting & Planning

- When Somebody Claps Twice
- Pretzel Building Activity
- 8 W's of Project Planning
- Perceptions Exercise

Problem Solving/Decision Making

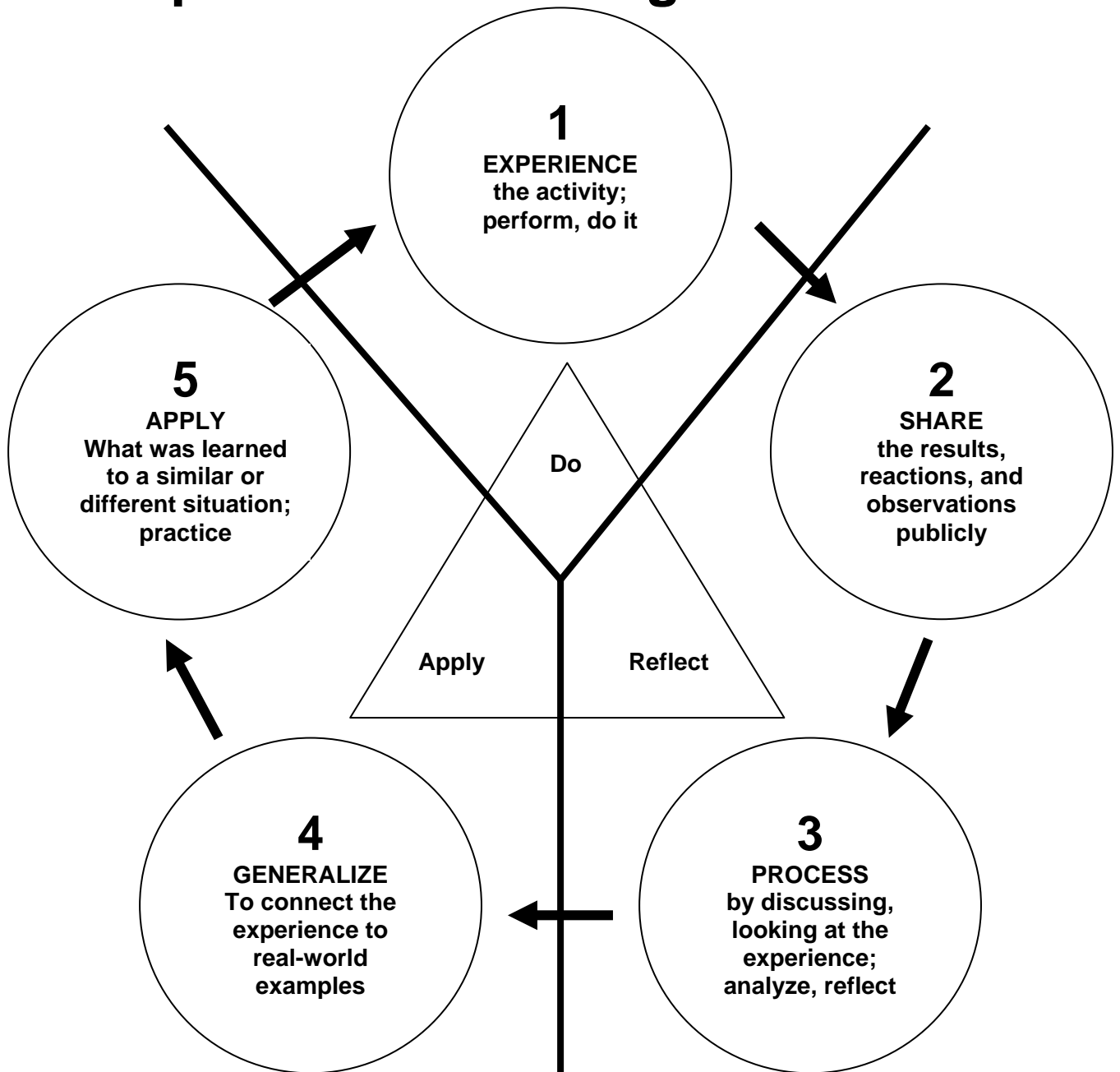
- Marvin's Mystery
- Jelly Bean Jar
- Checkerboard Challenge
- Wind Bags
- Red Card/Black Card Game

Aspects of Leadership/Leadership Analogies

- Color Symphony of Leadership
- Oogly

Resources

Experiential Learning Model



Experiential Learning Model adapted from Pfeiffer, J.W. and Jones, J.E. (1985). *The Reference Guide to Handbooks and Annuals*, Vol. 1-10, 1972-1985. San Diego, CA: University Associates Publishers and Consultants.



Facilitating Experiential Learning Experiences OR “Turning the ‘Ha Ha!’ Into an ‘Aha!’”

What is Experiential Learning?

Experiential learning takes place when people are involved in a project or activity (DO), they look back at their experience critically (REFLECT), they determine what was useful or important to remember and then use this information in real life situations (APPLY). (John Dewey).

As a supportive adult you can help this process by:

1. Setting aside enough time for reflecting on the experience.
2. Asking the right questions and listening carefully.

◆ Experience- Do It

This is the action step. Participants do it without being told or shown how to do it. Leaders need to “sit on their hands” or close their mouths so that participants can experience and discover.

◆ Share- What Happened?

Leader helps ensure that participants have a chance to talk and are listened to.

Possible Questions:

- What did you do?
- What was happening?
- What was most fun?
- How did you feel?
- What did you notice about how the group worked?
- What was easiest?
- What surprised you?

◆ Process - What?

Process by discussing, looking at the experience; analyze and reflect.

Possible Questions

- How did you make your decisions?
- Did you help each other? How?
- Did people play different roles in this activity? (e.g. did someone act as the leader?)
- How did you communicate?
- Was anyone frustrated? What did you do?
- What was the most challenging part of this activity? Why? How did you solve it?

◆ **Generalize – So What?**

Participants try to identify how to use what they've learned in their own lives.

Possible Questions:

- How does this activity or discussion relate to “real life?”
- Why do you think we asked you to do this activity?
- Have you had a similar experience in school, your club, etc.?
- Where have you faced similar challenges?
- Where might this situation occur in the future?
- Why is it important to have plenty of information before making decisions?
- What did you learn about your skills or style?
- What did you learn about your own skill in communicating with others?
- Did you make any mistakes that you can learn from?

◆ **Apply – Now What?**

Facilitator helps them think about how they could use their skills in new situations and apply generalizations they've made to specific situations.

Possible Questions:

- What have you learned about yourself? Others?
- What principles or guidelines can be used in real-life situations?
- What other situations like this have you experienced before?
- In what ways do people help each other learn new things?
- How will you act differently in the future as a result of this experience?
- What are qualities that you think are important in a leader?



Activity: Who's At Your Table?

Supplies Needed: Who's at Your Table handout, pens or pencils

Directions:

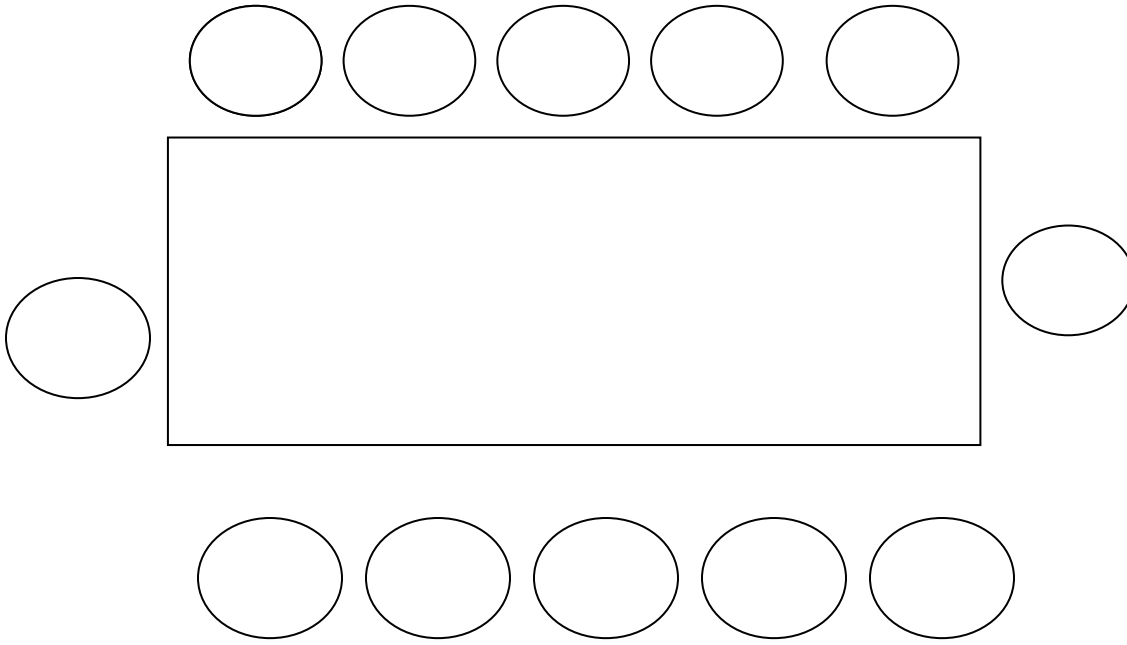
1. Begin with a brief discussion about how leaders need good role models/mentors. Discuss how just as a company or a large organization has a Board of Directors to help lead and guide it, so too do we all need to surround ourselves with people who can help us on our leadership journey.
2. Ask participants to use the diagram to create their own Board or Directors or their table of mentors/role models. These may be people living or dead (or even non-humans—one young man had his dog at his table because from the dog he learned unconditional love). They may be people the participant knows personally or just looks up to, people in history, etc.

Follow Up:

If time is limited, this exercise is useful just as an individual activity, with a brief follow-up discussion of why participants might want to keep this somewhere visible to remind them of the support and guidance their table offers.

If time permits, it is wonderful to have participants share who's at their table and why. I also like to talk about how the people at your table can change, depending on where you are at in your life and your leadership journey, and how some people may always be there. You can also talk about who's table YOU might be sitting as, serving as their mentor or role model. Especially with youth groups, I like to talk about how younger youth look up to them and what responsibilities that carries.

Who's At Your Table?



How I Rank Myself In Qualities Of Being A Leader

	I definitely have this quality	I'm pretty good at this	I need to work on this	I need help in how to do this
1. <u>Enthusiasm</u> : I have energy, a positive attitude, and am motivated.				
2. <u>Prepared</u> : I assess the situation, understand the audience, know how to prepare, how to report				
3. <u>Communicate well with others</u> : effective speaker, able to work with all kinds of people, tactful, good listener.				
4. <u>Caring</u> : I am sensitive to others, I accept others for who they are, compassionate, good sense of humor.				
5. <u>Creativity</u> : I can express ideas, can come up with helpful suggestions, I try to brainstorm for new ideas.				
6. <u>Problem-Solver</u> : I can tackle problems, am resourceful, I think through difficulties.				
7. <u>Character</u> : I act in an ethical manner; honest, not led astray by peer pressure.				
8. <u>Adaptability</u> : can cope with unexpected, can accept change.				
9. <u>Dependability</u> : I am reliable, others can trust me, I make good on my promises. Keep on task.				
10. <u>Cooperation</u> : work well with others (even those I may not like).				

Knee to Knee -- A Get Acquainted Activity

Directions: Line up 2 rows of chairs facing each other. Participants sit in the chair so they are “knee to knee” with a partner (actually about 1 foot apart). Leader explains this is a get acquainted activity. What participants will do is introduce themselves to each other and then answer the question you ask. Each person has approx. 1 min. to answer the question. (I usually direct them to shake hands and introduce themselves because I think shaking hands is a nice way to connect and is also a life skill).

When time is up, ask participants to stand up and move X seats to the left (or right). Persons on the end rotate around to the other end of their line. Always have people move the same direction for each switch, otherwise you end up with people getting back to a partner they’ve had before. They then introduce themselves to their new partner and answer a new question you give them. Play as long as you like or as time allows. Usually 5 or 6 questions is a good amount.

Questions...

1. Tell about a favorite vacation you’ve taken.
2. If you were a vending machine, what would you dispense?
3. Tell about your favorite way to relax.
4. Something that always makes you laugh when you think about it.
5. If you could invent something, what would you invent?
6. Tell about a favorite toy/game you had as a child.
7. If you could win an award or prize for something, what would you like to win it for?
8. Tell about the first job you ever had.
9. What is one thing you want to accomplish this year?
10. If you were a hot air balloon, where would you go?
11. If you won \$1000 on a call in radio contest today, what would you do with the money?
12. Tell about a favorite book you’ve read.
13. Tell about your favorite thing to do in your free time.
14. Other questions can also be used.

Pride Lines

These Pride Lines can be used in one to one conversation or in a group. Ask the child or children “How would you finish this sentence?”--then listen. You can also cut them apart and have students pick one and share their response with the group.

1. I am proud that on my own I can...
2. I am proud that I spent my allowance on...
3. I am proud that when I am scared I...
4. I am proud that I made a friend happy by...
5. I am proud that even when the other kids did.... I ...
6. I am proud that this summer I...
7. Something that my family has done together this year that made me proud....
8. I am proud that I use my toys...
9. I am proud of what I did about....
10. I am proud when the other kids say that....
11. I am proud that I keep healthy by...
12. I'm proud that I helped make my school a happier place by...
13. I'm proud that my mother/father...
14. I'm proud that I learned a new skill when...
15. Something I worked hard for is....
16. Something I own that I'm really proud of is...
17. A habit I have that I'm really proud of....
18. Something I really like about myself is...
19. Something I've done for my family that I'm proud of is...
20. Something I've done for someone else that I'm proud of is...

**Developed by Anne Stevenson, Extension Educator,
Univ. of Minn. Extension Service**

Alphabet Dancing

Purpose: Good exercise in healthy competition and organization. Works well in helping a group of strangers get to know one another.

Group Size: 20-40

Time: 10 minutes

Supplies: Two sets of index cards with capital letters of the alphabet written on each (one letter per card for a total of 52 cards).

Directions:

1. Divide the group into two teams.
2. Arrange a set of alphabet cards on each of two chairs or tables that are set fifteen to twenty feet away from two starting lines.
3. Direct each team to stand behind one of the starting lines.
4. Have your list of words ready (use suggestions below) and when you call out a word, each team must send a player for each letter of the word to the stack of cards. They must find the correct letters and hold them up in the proper order so that you can read the word. For instance, if you say CAT, three people must run to the letters, grab one C, one A, and one T. Then they must arrange themselves in order, and hold up the cards so that you can read the word CAT.
5. The team who spells the word correctly first gets a point. After the word is spelled, the letters should be returned to the stack. You can play until one team has earned a designated number of points, or until you're exhausted your list of words. Whoever has the most points at that time wins.
6. Sometimes it's good to have two referees watching the competition, and they can rule on who completed the spelling first.
7. Suggested words to use:

dreams	outlaw	New York	harmonic
goals	listen	angels	symbolic
driveway	quietly	thunder	rhyme
chemistry	laughter	wishful	holiday
smart	water	spring	club
fun	blast	blue	camp
magic	simple	pride	music
party	flamingo	fair	
8. With just the 26 letters of the alphabet, you are limited to words with no duplicate letters. If you want to add another E, T, S, R, A or L to the set of letters, you can spell many more words.

From: Getting Started: 100 Icebreakers for Youth Gatherings © 2000

Author: Patty Hupfer Riedel ISBN 0-937997-59-5

Musical Paper Bags

This is a great way for people to use their communication/teamwork skills as well as have some laughs.



Supplies needed:

Brown grocery paper bags

Music

Set up:

Place the paper bags on the floor around the room.

Here is the challenge:

To successfully get ALL participants balanced on the paper bags.

- Participants are told that when the music starts, they are to mingle around, dance if they wish. The goal of this activity is about working as a team to ensure everyone gets on a bag! It is not like Survivor!
- When the music stops, each person has to have both feet on a paper bag. Tell them you will countdown 3-2-1 after the music stops and they must have everyone on a bag when you get to “1”
- When the music starts again, 1 or 2 paper bags are removed.
- Participants walk around again to the music and repeat the process. (Just like musical chairs.)

Watch what happens:

As bags are removed, you will see people work harder to get everyone on.

There usually is some clever person in each group that says, “hey can we rip the bag to make it bigger? Or rip it in small pieces so that each person can stand on a piece?” Respond by saying, “We never said you couldn’t.”

Sometimes the group has 1 bag left and is struggling to figure out a solution. If needed, you can give them a hint such as asking: “Is there any way you can think of to increase the space on the bag?” or “Can you think of any way to spread out the people but still have everyone touching a bag?”

Reflection Questions:

- What was easy, what was hard about this challenge?
- How did people help or encourage each other?
- How did you work as a team?
- Did someone take on a leadership role or was there shared leadership?

Activity: 10 Body Parts



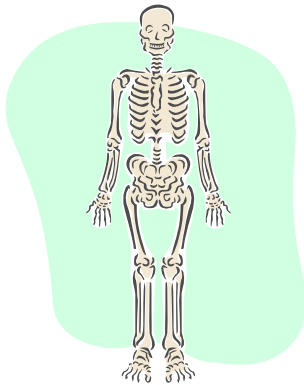
Task: Name 10 body parts that have only 3 letters in their spelling.

Directions: Ask participants to use paper and pen/pencil and individually try to name 10 body parts that have only 3 letters in their spelling. After 2 minutes, if desired, have them pair up with the person next to them and see if they can think of more. If time does not allow, simply ask the entire group the parts they came up with.

Follow Up Discussion: You may hear others say “That’s not fair!” or “that’s not a body part!” or other comments as participants share their answers. They may ask you “Does that count?” as though they are in the running for a fabulous prize if they come up with more than the others do...

I like to talk about how sometimes we create rules or boxes for ourselves that no one has placed on us...limiting our creativity or our ability to solve problems. For example, a fellow participant stated one of their body parts was “fat.” Some argued that’s not a body part, others argued fat is a big part of their body!

Often, as participants share responses, others will say “Arrgh! I never thought of that one!!” I like to talk about how many of us know more than we use at times...Leadership is about learning...learning from others and from our experiences.



In This Group...

You can cut apart each set of 6 questions, 1 per group member. A simple tool to use to help groups assess their interactions and working styles/challenges. It works best if participants write their answers before beginning discussion.

The thing I like most about this group is...

The thing I like least about this group is...

One thing I'd really like to see us accomplish this year is...

As a group, we need...

One thing I would like to change about this group is...

One thing I would personally like to get out of being involved in this group is...

The thing I like most about this group is...

The thing I like least about this group is...

One thing I'd really like to see us accomplish this year is...

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One thing I would personally like to get out of being involved in this group is...

EVOLUTION Rock/Scissors/Paper AKA Superhero R/S/P

Everyone begins as an amoeba. You are trying to evolve into a Superhero.
Find one person and play Rock/Scissors/Paper.
If you win, you go up (evolve). If you lose, you go down (de-evolve).
If you tie, you stay the same.

You must learn the motions/walk of the creatures:

Amoeba: walk crouched down and wiggling like an amoeba
Egg: walk with arms overhead in an egg shape
Dinosaur: Stomp walk
Human: Hands behind back-bouncy walk
Superhero: Arms out to fly around!

Processing: This game is mostly just for fun, but interesting questions often arise...
Do superheroes have an obligation to keep playing in order to help others evolve? Or should they just quit when they become a superhero?
Do Superheroes battle each other to become the only superhero? Or is the world better the more superheroes we have?? How long does it take for everyone to become a superhero?

Variations: A participant suggested you could easily adapt this game to fit specific subject or project areas, such as the life cycle of a frog or evolving up (or down) the food pyramid. Use your imagination!

Who's the Leader?



Directions:

1. Participants stand in a circle.
2. One person is asked to leave the room. It will be their task to figure out who the leader is upon re-entering the room.
3. 1 person volunteers to be the leader. The leader will initiate an action (such as clapping their hands, tapping their head, patting their knees, etc.) and the rest of the group mimics the action. The leader will change actions- and when he/she does, the rest of the group mimics the new action. The challenge for the group is to try to observe the leader and change actions in a subtle way, so that the “outsider” cannot figure out who the leader is.
4. Continue the action until the “outsider” guesses who the leader is (they can have 3 guesses!), or tell them who it is if they cannot guess correctly.
5. Repeat with a new “outsider” and a new leader. Continue for several “rounds.”

Discussion Questions:

- Did you enjoy this game? Why or why not?
- What was easy or hard about this game?
- Ask the “outsiders”:
 - What made it hard or easy to figure out who the leader was?
 - Did you have any strategies for figuring out who the leader was?
- What did you notice about the leader(s)? Did they have different styles or methods of leading?
- What skills did the leaders need to be successful?
- What was it like to be a follower? What skills did the followers need?
- What aspects of this game can you take and apply to real life experiences of being a leader or a follower?
- Have you ever had to lead a group of people to accomplish a task?
- Tell about a time when you had to follow someone. What made it a positive or negative experience?

When Somebody Claps Twice - Directions

Introduction: Setting and working toward goals is critical to the success of any group. Each member plays a part in the attainment of the goal. This activity gives participants the opportunity to work together toward a goal that benefits everyone.

Objective: For participants to experience, in a concrete way, how all group members play a role in reaching a goal, and to consider how groups set and attain goals.

Time Required: Approximately 15-20 minutes.

Procedure:

1. Prior to the activity, facilitator needs to: a.) Buy enough candy (e.g. snack size candy bars or other pieces of individually wrapped candy) for the number of participants in the group. This should be placed at the front of the room. b.) Cut apart the statements into small slips of paper. You must have one per person; if you have a smaller group participants can receive two slips of paper.
2. The activity works best when all group members can see each other easily. Facilitator explains to the group that they will be working together to achieve a goal, which is everyone receiving a piece of candy. To do this, each person will have to do his/her part to reach the goal.
3. Hand out the slips of paper to participants. After giving them a moment to read their paper, the facilitator claps twice. This should start the action rolling, and if everyone does his/her part, everyone ends up with a piece of candy!
4. Very often, the action stops, either because someone isn't paying attention, or they miss the clue of the person before. Sometimes a person "jumps in" when they're not supposed to, causing the movement to stop or to "skip" some people. If this happens, ask everyone to check his or her paper, then start over by clapping twice.

Processing

1. Talk about what happened: Was it easy to reach the goal? What things hindered you from reaching the goal? What did you do that helped you reach the goal?
2. Talk about the goal: Was it a worthwhile goal? Even though you didn't decide on the goal, you were willing to work toward it. Have you ever had to work for a goal that you didn't choose? What's it like to work for a goal that you don't feel is worthwhile? What's it like to work toward a goal in which there isn't an immediate "reward," or one which takes a long time to accomplish?
3. Talk about goal setting in your group. Does our group have specific goals? Does everyone in the group know what they are? What do we do if people don't "buy in?"

Source: Developed by Patty Hupfer and Anne Stevenson for the Wisconsin Association of School Councils, Inc. Summer Leadership Workshop

WHEN SOMEBODY CLAPS TWICE

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

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

When somebody turns off the lights, yell “It’s dark in here!”

When somebody yells “It’s dark in here!” get up and turn on the lights.

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

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

When somebody makes a cow (mooing) noise, stand up and say, “I’m glad to be here!”

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

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

When somebody stands on a chair, say “Get down from there!”

When somebody says ‘Get down from there!’, make a loud sneezing sound.

When somebody makes a loud sneezing sound, feel the forehead of the person next to you and shout “Somebody get a Doctor!”.

When somebody shouts “Somebody get a Doctor!”, “Mary Had a Little Lamb” in a loud voice.

When somebody sings “Mary Had a Little Lamb,” walk around the leader/teacher 2 times.

When somebody walks around the leader/teacher two times, laugh really loud.

When somebody laughs really loud, stomp your feet for 5 seconds.

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

When somebody does a cheerleading move and says “Rah! Rah! Rah!”, tell us what time it is in a loud voice.

When somebody tells us what time it is, shake hands with the person next to you and loudly say, “Nice to meet you!”

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

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

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

When somebody makes the letter Y, grab 2 other people, go to the front of the room, stand next to the Y and make the letters M, C, and A, then sing “YMCA.”

When somebody sings “YMCA”, hop on one foot for 5 seconds and yell “I am a rabbit.”

When somebody says “I am a rabbit,” say “Here comes Peter Cottontail!”.

When somebody says “Here comes Peter Cottontail!” give everybody a piece of candy!

Pretzel Activity

One way, two way communication

Supplies you will need:

Pretzel sticks (skinny, small ones)

Paper Towels

Activity:

Pair up with another person and sit back to back. Place a paper towel down flat in front of each person. Give each person 10-15 pretzels.

The pair decides who will be the communicator and who will be the receiver. The communicator will go first and make a design/shape on their paper towel.

They will then explain their design/shape one pretzel stick at a time. Example: "I placed my first pretzel stick vertical in the middle of the towel."

The receiver of the information cannot ask any questions to clarify the instructions they are receiving.

Once the activity is completed, look and see how well they match.

Now it is time to switch roles. The receiver now becomes the communicator, but this time the receiver CAN clarify and ask questions.

Reflection Questions:

What was it like to follow directions and not be able to ask questions?

Did you find yourself getting frustrated?

Discuss what it was like to be able to talk?

Why was this easier?

Which is better one-way, or two-way communication? Why?

Planning an Activity

The 8 W's

1. **WHAT** are you planning to do?

2. **WHY** do you want to do this project? **WHO** will benefit?

3. **WHEN** and **WHERE** will the activity take place?

Date: _____ Time: _____ Location: _____

4. **WHO** needs to approve the project?

5. **WHAT** funds are needed to do this activity?

6. **WHAT** kind of publicity is needed? **WHEN?**

Type of publicity

When needed?

7. **WHO** will do the **WORK**?

Task

Person Responsible

Date Due

8. We're Done!! Was it Worthwhile?

What went well?

What didn't work so well?

What would you do differently next time?

Who needs to receive a thank you note?

Name

Who will write it?

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PART OF THE ...

S E R V I C E



Perceptions Exercise

Each person perceives life in a unique way. How people act or react is affected by their perspective, life experiences, personal history, etc. To be an effective leader, or to be successful in “customer service,” we need to be aware of these factors.

Time Required: Approx. 20-30 minutes

Activity:

Leader: Tell participants you are going to give them 5 scenarios and then ask for their response to a question about that scenario. Remind them this is solely asking for their reaction, so it is important not to ask their neighbor for input—they should go with their first reaction to the question. (I sometimes ask them to number their paper 1-5).

Perception Scenarios and questions:

1. Your neighbor bought an expensive car. How much did it cost?
2. Your car has some problems and you have to take it in to the mechanic. The mechanic says: “This will take awhile.” How long will it be?
3. Someone calls you with a question and you tell them, “You will hear from me soon.” (or “I’ll get back to you soon.”). When will that be?
4. You went to return some merchandise at a store. There were too many people standing in line. How many people is that?
5. A kid at your summer program/camp asks you when you will play a certain game. You tell him: “We’re going to do that activity later.” When will that be?

Process:

- After going through the questions, go through each one as a group to see what the range of answers is for each question.
E.g. Question 1: Someone might say \$10,000, someone might say \$80,000, and anywhere in between. List on a board or flip chart paper the range of responses.
- Lead some discussion about why the answers have such a wide range, what “personal history” people bring to their responses, and have participants talk about how perceptions may affect someone’s frustration level with “customer service,” or how your response can affect their perceptions of your organization or program. Discuss ways to improve upon communication.
- As always, tie this exercise in to your audiences’ particular program and “customers,” be they youth program participants, adult volunteers, general public, or any other group.

For further information on customer service and perception, refer to the source of this activity.
Source: “**At Your Service-Working with Multicultural Customers,**” University of Minnesota Extension Service, 2004

Marvin's Mystery

(A GREAT activity for Elementary aged children!)

The group plays sleuth as everyone shares clues about Marvin the Magnificent.

Materials and Preparation: Write on the board or give each player a handout with the following information:

What's missing

A new kitten
An opera ticket
A hair piece
A red convertible
A favorite cookie recipe
A diamond earring

Who took it?

Ruffles, his dog
Sam Slick, his trainer
Lisa LaRue, his girlfriend
Harry Armpits, his arch rival
Aunt Lizzie, his favorite aunt

Where is it?

At the bottom of the lake
Under the bed
In the wash
Up in a tree
In his soup

Write each of these clues on a slip of paper

- Marvin likes only Big Band music.
- Marvin is allergic to cats.
- Marvin is bald.
- Marvin doesn't own a car.
- Marvin can't cook.
- Marvin's only piece of jewelry is a ring.
- Sam Slick's in bed with the flu.
- Lisa LaRue is out of town making her first movie, "Computerbase."
- Harry Armpits is completely innocent.
- Aunt Lizzie is on a safari in Africa.
- Marvin never eats soup.
- There are no trees around Marvin's apartment.
- Ruffles likes to play under Marvin's bed.
- It's not in water.
- Marvin loves animals.
- Sam Slick regularly attends the opera.
- Harry Armpits loves to make homemade cookies.
- Lisa LaRue loves diamonds.
- Harry Armpits often goes fishing

1. Read this aloud to the players:

Marvin the Magnificent, world famous weight lifter, is very upset. In fact, he's so upset, he's refused to appear at a guest performance this evening with Harry Armpits, his arch rival. Marvin says, "I can't go on until it's found!"

2. Explain that the challenge is to solve Marvin's mystery as a group by sharing clues and piecing together the evidence. They begin by reading about their clues, discussing them, and then figuring out as a group what Marvin is missing, who took it, and where it is.

There are only two rules:

Don't write anything down or mark your paper in any way.

Don't let anyone see your clue.

3. Pass out the clues, so everyone has at least one.
4. Invite players to randomly read aloud their clues, and based on this shared information, solve Marvin's mystery of what, who, and where.

Answer: Marvin's hairpiece was taken by Ruffles the dog, and can be found under Marvin's bed.

Make enough duplicate clues so you can divide a large group into smaller groups (groups of 4-5 work well!)

Marvin never eats soup.

There are no trees around Marvin's apartment.

Ruffles likes to play under Marvin's bed.

It's not in water.

Marvin loves animals.

Sam Slick regularly attends the opera.

Harry Armpits loves to make homemade cookies.

Lisa LaRue loves diamonds.

Harry Armpits often goes fishing.

Marvin likes only Big Band music.

Marvin is allergic to cats.

Marvin is bald.

Marvin doesn't own a car.

Marvin can't cook.

Marvin's only piece of jewelry is a ring.

Sam Slick's in bed with the flu.

Lisa LaRue is out of town making her first movie,
"Computerbase."

Harry Armpits is completely innocent.

Aunt Lizzie is on a safari in Africa.

Jelly Bean Jar

Purpose: To demonstrate that teamwork is often more effective than working alone when trying to solve a problem or accomplish a task.

Directions:

Bring a clear container filled with 100 to 200 jelly beans to a meeting. Write the number of items on a small piece of paper attached to the bottom of the jar so it is not visible.

Ask the group, “Why do we work in teams to accomplish many tasks?” Allow the group to brainstorm answers. One common reason is that the work we accomplish is better when we work in teams.

1. Show the group the container and ask them to estimate how many are in the jar and to write this on a piece of paper.
2. Next, ask them to combine with a partner and come to a consensus on the number of items in the jar. Write this answer on your paper.
3. After two partners have come to consensus, they are to find another group and then become a group of four. This team is also to come to a consensus on the number of items in the container. Write this on your paper.
4. Find another team (forming a group of 8) and again find a consensus. Write this on your paper.
5. Now, check the bottom of the jar and compare your answer to the correct answer.

Discussion Questions:

1. How did your numbers change as the activity progressed?
2. How many people estimated the number of items closer to the actual number with their individual guess?
3. How many people were closer to the actual number when working with 2, 4, 8?
4. Usually, the group answer is more accurate than the individual guesses? Why is this so?
5. Can you give an example of when teamwork helped your group accomplish a task?
6. What size of group was most comfortable for you to work in and why?
7. What decision-making strategies were used to determine the group numbers? Did they differ with group size?

Skills Learned: Using each member’s knowledge to come to the best solution, decision-making techniques, communication, problem solving methods.

Checkerboard Challenge

Procedure

When each group is assembled next to its checkerboard, the facilitator explains the challenge.

The grid represents a floating bridge over which the entire group must cross. Some “boards” float, others sink. There is a specific pattern you must figure out to get across safely. One person will begin by stepping on a square. If it is correct, I will tell you so and then you can make a second step. You will always move either forward, diagonally forward, or sideways. (You will never step backwards.) (Diagram 2) If you step on an incorrect square, I will “buzz” you. Then you have to go back to the end of the line and let someone else try. The challenge is to get the whole group across, following the correct pattern, as quickly as possible.

Objective

To improve team building and communication by making decisions, solving problems, and learning from each other

Materials

The facilitator will make or draw a checkerboard on the floor that is approximately five feet by five feet. (See diagrams) This can be done using masking tape or by taping yarn to the floor if indoors. If done outdoors on a sidewalk or parking lot, use chalk to draw your checkerboard. You will need one checkerboard for each group of eight or nine people. The checkerboards should be spaced far enough apart so groups have enough space to move around their checkerboards. You will need one facilitator for each group.

Time Required

Time will vary depending on the group. Usually takes about 45 minutes

Additional Rules

- Only one person may be on the board at a time.
- Each player must have a turn before someone can go again.
- Once you begin, team members cannot talk or communicate in any way with each other (e.g. no pointing at correct square, no making noises).

Choose one of the patterns and let the group begin. You may need to remind the group that there is no communicating during the crossing. If you wish, you can time the groups' effort. Once the entire group gets across, you can start over with another pattern. The group is usually faster on the second attempt.

Processing

After two or three rounds, sit down with the group (either the small group of eight or the full group) and discuss the experience. Begin by sharing stories- how it worked, funny things that happened, how the group accomplished the task. Some questions to begin the discussion include:

- What worked well for the group? What didn't work?
- What was frustrating about the exercise?
- If you could play again, would you change anything?
- What did you learn about making decisions?
- What did you learn about working as a team?

How could we use this knowledge in our “real life” groups (i.e. student council, clubs, etc.)?

- In your own life, how do you go about making decisions? What about when you are faced with several good options?
- Tell about a time when you learned from someone else’s decision- either a good decision or a bad one.

This activity has been used successfully with groups from fourth-grade students through adults. The follow-up discussion are always insightful, as exhibited by the following comments:

- “You’ve got to pay attention to what others are doing and saying.”

- “Sometimes you have one real choice, sometimes you have five options. You really have to know how to look up at all your options before deciding.”
- You can learn a lot by watching someone else. Sometimes you learn helpful things; sometimes you learn wrong things. But you get to decide your next move.”
- “If you’re a peer helper and you’re trying to help someone else, it’s good if you can help them see their options.”

			X	
			X	X
		X		
	X	X		
		X		

Dig.2

	X	

			X	
		X	X	
		X		
X	X			
X				

			X	
		X	X	X
	X			
		X		
			X	

			X	
	X	X		
		X	X	
			X	X
			X	

Wind Bags

This activity created by Steve Spangler Science- www.SteveSpanglerScience.com

Challenge

How many breaths would it take to blow up an 8 foot long bag? Depending on the size of the person, it may take anywhere from 10 to 50 breaths of air. However, with a little practice you will be able to inflate the bag using only one breath.

Presentation

1. Tie a knot in one end of the bag. Invite a friend to blow up the bag keeping track of the number of breaths it takes. Then, let all the air out of the bag. Explain to your friend that you can blow up the bag in one breath.
2. Challenge the person to a contest. Stand back to back. You may want to ask 2 other people to assist by holding the end of your wind bag(s).
3. When you say “Go,” hold the open end of the bag approximately 10 inches away from your mouth. Using only one breath, blow as hard as you can into the bag. Remember to stay about 10 inches away from the bag when you blow.
4. Quickly seal the bag with your hand so that none of the air escapes. Twist the bag to hold in the air and shout “Done!” This will freak out your friend!
5. As your friend stands there bewildered, ask the audience to tell you what happened and what made the difference. Someone will note that you held the bag away from your mouth instead of putting it up to your mouth like your friend did.

How does it work? –Here’s the Science part!

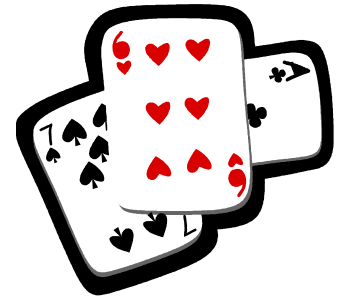
The windbag quickly inflates because air from the atmosphere is drawn into the bag along with the stream of air from your lungs. Basically, you have used the air around your breath, along with your breath, to fill the bag. The other person has only used their own air.

Here’s the technical explanation: In 1738, Daniel Bernoulli observed that a fast moving stream of air is surrounded by an area of low atmospheric pressure. In fact, the faster the stream of air moves, the more the air pressure around the moving air drops. When you blow into the bag, higher pressure air in the atmosphere forces its way into the area of low pressure created by the stream of air from your lungs. In other words, air in the atmosphere is drawn into the windbag at the same time that you are blowing into the bag. Fire fighters use this principle to force smoke out of a building. Instead of placing the fans up against the doorway or window, a small space is left between the opening and the fan in order to force a greater amount of air into the building. Fire fighters call it “Positive Air Flow”.

Questions – Analogies to Leadership:

- Do you ever try to accomplish a goal on your own without using the support of others around you?
- Have you ever found that group members bring different skills, ideas or viewpoints than your own when you work together? Does this help you reach your goal? Why or why not?
- What can this demonstration teach us about leadership?

Windbags are available from Steve’s website (pack of 4 for approx \$5). You can also use refill bags for Diaper Genie (diaper disposal system) and cut the plastic “tube” into 8 ft. long lengths.



Red/Black Card Game

Leadership Skill: Decision Making

Materials Needed: A deck of cards, optional: a simple prize

Directions:

This is a quick and simple activity meant to demonstrate how the choices we make impact our future options.

1. The leader stands in front of the group with the deck of cards.
2. Ask everyone to stand up.
3. Explain that we are going to play the red/black card game. How it works is that each person, in their head, chooses either red or black. As the leader, you will cut the deck and hold up the card. If the card is the same color as what they chose, they stay standing. If the card is NOT the color they chose, they have to sit down. We will continue playing until we have a winner (last one standing). (If you want to give a prize, you can let them know that this person will win the prize).

Note: Since participants pick red or black in their head, they are on their honor to sit down if they've picked the wrong color. If you feel your participants need a little accountability, you can have them tell their choice to a partner standing next to them.

4. When you get down to the last 2 or 3 people standing, have these people indicate their choice of red or black out loud to the group. It adds to the excitement for the entire group!
5. After you have a winner, you can play it again (people usually want to—you might want to bring 2 prizes!), or begin a discussion about the game and its analogy to leadership:

Questions for Discussion:

- Did you enjoy the game? Why or why not? (It's definitely more fun if you get to stay in the game!)
- What happened if you made the wrong choice?
- Was there anything that helped you make a good choice?
- Have you ever made a choice that "took you out of the game" or affected you in a negative way?
- What does this game say about the choices we make?
- Talk about options and making healthy choices:
 - In this game, did you have many options? In "real life" have you ever had to make a decision between different options? How about when faced with a decision between a positive choice and a negative or not-so-healthy choice...how do you choose? How about between many positive choices?
 - Who can you ask for help or support when making decisions?
 - Do you seek out input from different people based on the type of decisions you need to make?
 - (You can make analogies to many real life examples...choosing which classes to take, choosing to commit to piano lessons or sports teams, choosing what to volunteer for in your club or organization to gain skills for the future, etc.)

Color Symphony



Targeted Age Group: Any age (K-2nd gr. children need teen or adult assistance)

Life Skills: Learning to Learn, Critical Thinking

Science Concepts: molecules, cohesion, surface tension, colors, solutions

Time Needed: 15-20 minutes

Materials Needed:

- liquid dish soap
- Q-tip–type cotton swabs
- Plastic dinner plates (can also use a real dinner plate or pie tins. Plates should be white for best results)
- Food coloring (red, yellow, green, blue)-small bottles with droppers
- Whole milk, room temperature
- Paper towels
- “dump bucket” or dishpan for clean up time

What you do:

1. Have participants work in teams of 2 or 3. Each team needs 1 plate, 2 Qtips, and small amount of dish soap. Several groups can share food coloring bottles. Adult can pour milk into plates ahead of time if desired.
2. Pour just enough milk into the dinner plate to completely cover the bottom. Allow it to calm down and stop moving. Put a drop or two of each food color on the milk. Observe what happens to the food color as it sits in the milk. Do not stir or swirl!
3. Dip the cotton swab into the liquid soap and then into the center of the milk. Hold the cotton swab in the milk for a few seconds and observe what happens. Everyone is probably “ooohing and aaahing” by now! It is important the participants know NOT to stir it or move the Q-tip around.
4. Observe what happens. There are color explosions and also smaller movements and churning. If desired, dip another Q-tip into the soap and touch the milk in another spot.

Continued

Why?? And What's Happening?? (Questions to Ask)

- Tell us what you observed?
- Why don't the drops of food color "explode" when you first put them into the milk?? (They may spread out a little bit)
- What does the liquid soap do? (Think about what happens when you put liquid soap into a sink of really greasy dish water)
- What do you think would happen if you used water instead of milk? Or cream? Or skim milk?

What IS Happening?

Milk is mostly water. It contains vitamins, minerals, proteins and tiny droplets of fat suspended in solution (the water).

2 things are happening:

Exploding Colors

Since milk is mostly water, it has surface tension like water. The food coloring, which is mostly water, just sits on the surface.

Soap wrecks the surface tension by breaking the cohesive bonds between water molecules. This allows the colors to zing around in the milk.

Twisting and Rolling Colors

Also-When you add soap, the weak chemical bonds that hold the proteins in solution are altered. The molecules of protein and fat roll, bend and twist. Food color molecules are bumped and shoved everywhere!

What else does the Soap do?

- Soap molecules combine to form clusters (also known as micelle).
- These micelle distribute the fat in the milk.
- This rapid mixing of fat and soap causes swirling and churning. When the fat and micelles are spread everywhere, the action stops!

Lesson developed by Anne Stevenson, Regional Extension Educator, Univ. of Minn. Extension Service with help from Steve Spangler Science, Feb. 2002.



Color Symphony of Leadership—Analogies to Leadership

To use this activity as a Leadership Lesson:

1. Pour the milk. The milk represents your school/group.
2. Use 2 or 3 drops of 3 or 4 colors of the food coloring. Talk about how the drops of color represent all the different people in your school/group/community—students, teachers, staff/volunteers, etc. Many different cultures, personalities, etc.
3. Notice what happens to the color—it may spread out a bit but it really stays to itself. There really isn't any movement or action within your school/group.
4. The Q-tip represents you as a student leader in your school/group. The dish soap represents leadership qualities-- and all the leadership skills you are learning.
5. What happens when a student leader starts working in your school/group? Touch the Q-tip to the milk and observe the action that begins!
6. Allow time for the swirling and churning and observation and ooo-aahhs to happen.
7. Ask what they are observing and talk about the science of why this is happening
8. After talking about what they are observing, ask them to relate this to “real life” ...what role leaders in a group/school can play:
 - breaks down boundaries between groups and gets them interacting,
 - helps create excitement, helps create action,
 - creates new lovely colors of friendships and teamwork by getting people to mix and become involved in their school/group etc...
 - Like the soap breaking the surface tension, student leaders can help break apart cliques...
 - Kids who are more involved in their school/group are having more fun—like the many colors swirling around!
 - Sometimes the change in your school/group is very evident, sometimes it is more subtle. (the swirling is often very active at first but as it slows you have to watch more carefully to see the small bits of movement). Sometimes leaders create BIG impact or change, and many times leaders create small or subtle changes or actions.
 - Use any other analogies you can think of!
9. You can ask them which school they'd rather be in—the plain milk with a few dots of color or the active, swirling colors milk...

O O G L Y....More Slimey Science that teaches leadership!

Oogly is simply a mixture of cornstarch and water, but its potential for involvement by kids is amazing! It also offers great metaphors for leadership and teamwork!

Supplies:

Cornstarch (minimum 2 cups-use more for larger groups or for more fun!)

Water

Food coloring if desired

Large bowl or aluminum roasting pan



Table covering if done indoors

Access to sink and paper towels

Directions:

1. Wash hands before beginning.
2. Pour dry cornstarch into large bowl or pan.
3. Mix in water with your hands about $\frac{1}{2}$ cup at a time to avoid adding too much water. It takes about as much water as corn starch.
4. You can tell when enough water has been added because all the powder forms into a stiff liquid. Mixing this stuff can be hard work! Notice what happens when you try to mix it quickly??
5. If you plan to use the OOGLY more than once, add a teaspoon or so of bleach, otherwise bacteria from people's hands will start to grow a culture!

Note: If you add too much water, just let the mixture set for a few minutes and pour off the excess water that settles on top!

If desired, you can add several drops of food coloring to the mixture after it has been thoroughly mixed.

Things to Discover!

- Is it a solid or a liquid?
- OOGLY resists change. What happens when you move your hands slowly through it? Quickly through it? See what happens when you punch it or poke it.
- Can you reach in and grab a piece out? Can you pass a "ball" of it from person to person?
- Let your fingers slide down to the bottom of the pan and try to pull it out.
- Place a small toy on its surface-what happens?
- What makes OOGLY stay solid?
- What happens when you add food coloring?
- What else can you try??

Oogly is just plain fun. Messy. And FUN. It's fun just on its own, but you can teach a lot of science and teamwork skills by using it. Tailor your lesson to the age and purpose of your group.

There's a Whole Lot of SCIENCE Going On Here...

- Oogly is made up of tiny, solid particles of cornstarch suspended in water. Chemists call this type of mixture a *colloid*.
- As you discovered, this colloid behaves strangely. Your fingers are applying what a physicist would call a *sideways shearing force* to the water. In response, the water moves out of the way (shears).
- The behavior of the Oogly relates to its *viscosity*, or resistance to flow. Water's *viscosity* doesn't change when you apply a shearing force, but the viscosity of Oogly does.
- Oogly is a *non-Newtonian fluid*. Back in the 1700's, Isaac Newton identified properties of an ideal liquid. Water and other liquids that have these properties are called *Newtonian fluids*. Non-Newtonian fluids don't have these properties.
- **Ketchup** is a non-Newtonian fluid. (Share THAT at the dinner table and see how impressed your family and friends will be!)
Did you Know: Scientists say the fastest way to get ketchup out of a bottle is to tip it over and let it drain down. Hitting the bottom actually slows it down!! That's those darn non-Newtonian fluids for you!
- **Quicksand** is a non-Newtonian fluid that acts kind of like the Oogly—it gets more viscous (or resistant) when you apply a shearing force. If you ever find yourself sinking in a pool of quicksand, try swimming toward the shore very slowly. The slower you move, the less the quicksand (or oogly) will resist your movement.

Metaphors to Leadership/Group Work

- My favorite is about change...sometimes people and groups resist change...sometimes if you try to change things too fast, people resist, but if you move slowly, people may go with the flow more easily...If you push too hard, people resist (just like Oogly if you hit it-it stays solid).
- Adding food coloring is a great metaphor for the time and sometimes hard work it takes to incorporate new ideas into an organization...
- Try passing a ball of Oogly from person to person around the tub of Oogly. If you keep it moving, it stays solid. If you slow down, it drips out of your hand. Sometimes if a group isn't working together well, we "drop" the ball and lose what we were working on...We need all team members to be actively engaged in making things happen...
- I'm sure you can think of other metaphors too! Let me know!
- Check the website: www.exploratorium.edu/science_explorer/ooze for ALL the science of Oogly (or Ooze, as they call it).

Activity developed by Anne Stevenson, Regional Extension Educator, 4-H Youth Development, Univ. of Minn. Extension Service—Andover Regional Center
Email: steve020@umn.edu

Resources

Windbags/Electricity Balls and other great science toys/ideas that can be used to teach leadership!

Steve Spangler Science www.stevespanglerscience.com 1-800-223-9080

3930 S. Kalamath St. Englewood, CO 80110

The catalogue and website also have free experiments to try, such as the Color Symphony activity.

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Look around you...
Who are the people sitting next to you?

The people next to you...
are the greatest miracles you will ever
meet at this moment...
and the greatest mysteries.

The people next to you...
are a unique universe of experience
seething with
necessity and possibility,
dread and desire,
smile and frowns,
laughter and tears, fears,
and hopes...
all struggling to find expression.

The people next to you...
believe in something
stand for something
count for something
labor for something
wait for something
run from something
run toward something.

The people next to you...
...are more than any description
...are more than any explanation

The people next to you...
are searching...
for meaning
for inner peace
for self-esteem
for something
they already have...
they just have to realize that.

The people next to you...
...have problems and fears just like
you
...are often undecided
...but are endowed with great
toughness in the face of adversity
and are able to survive the most
unbelievable difficulties
and challenges.

The people next to you...
are combinations of people met
during all of their lifetimes.

The people next to you...
...have something they can do better
than anyone else in the world
...have strengths they do not even
recognize
...need to talk about their abilities
...need you to listen.

The people next to you...
need a friend
want to understand you
care for you.

The people next to you...
are special human beings
and so are you.

You will want to get to know these
people.

