



HUGH O'BRIAN YOUTH LEADERSHIP GAMES AND CHEERS RESOURCE MANUAL

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1.0 Introduction

This resource manual is intended to provide a collection of ice breakers, seminar games, and skill development/leadership development activities which you may incorporate as part of the agenda for your seminar, CLeW or alumni activities. It is not meant to limit you to these ideas exclusively, and you are welcome to integrate your own ideas and activities. Please also share your ideas with HOBV so that we may add to this resource for other volunteers.

The facilitator(s) for each activity need not be professional, but must be able to properly set the stage and most importantly lead the group in a “debriefing” discussion following the exercise. It is important that the participants have the opportunity to synthesize and verbalize the educational experience in order to gain as much as possible from the activity. This process may be accomplished by asking questions of the participants, letting them express some of their reflections, and voicing observations made by the activity director. Interactive participation, encouraging feedback that is as specific as possible and identifying relevant behaviors is important to the debriefing process. This part of the exercise should not be long but should psychologically bring the activity to a close.

You may also acquire other leadership development activities through local colleges, your activity directors, your local library, or businesses in your area that may have employee training programs.

Hugh O'Brian Youth Leadership appreciates all your efforts in coordinating your upcoming HOBV event.

2.0 Cheers

2.1 OUTSTANDING *(The Classic HOBY cheer)*

Leader: Hey HOBY Ambassadors, what do we think of _____?

Reply: Outstanding! (Shouted, arms above head, forming an O)

(sung in common time, clap on the even beats)

O-U-T,

S-T-A-N-D,

I-N-G,

Out, Out, OUTSTANDING!

(Repeat once more)

2.2 H Can't Hear ya

H- Can't hear ya

O- a little louder

B, that's better

Y? Because we gotta!

H, O, B, Y *(while clapping as you say each letter)*

(faster)

H-O-B-Y, H-O-B-Y *(clapping)*

(repeat as many times as you like)

2.3 Dexterity Check

Leaders: "Dexterity Check!"

Group: *(fast)* 5 claps *(pause)*

5 claps *(pause)*

3 claps *(pause)*

3 claps *(pause)*

"HO-" Miss Clap *(cross arms in front of you)*

"-BY" Miss Clap *(uncross arms)*

1 clap

Leaders: "Backwards"

Group: 1 clap

"YB-" ("yeeb") Miss Clap *(cross arms in front of you)*

"-OH" Miss Clap *(uncross arms)*

3 claps *(pause)*

3 claps *(pause)*

5 claps (*pause*)
5 claps (*pause*)

2.4 To Be Enthusiastic

To be enthusiastic, you must act enthusiastic (*medium speed*)
To be enthusiastic, you must act enthusiastic (*faster*)
To be enthusiastic, you must act enthusiastic (*faster*)
Repeat as many times as you want, getting faster and faster each time, then finish it by forming an "O" over your head with your arms and saying, with conviction and slow-medium speed
Oh Boy! Are WE Enthusiastic!!! *End with generic enthusiastic arm action*

2.5 Alive, Awake, Alert, Enthusiastic

Sung to the tune of "If you're happy and you know it"

I'm alive, awake, alert, enthusiastic.
I'm alive, awake, alert, enthusiastic.
I'm alive, awake, alert; I'm alert, awake, alive,
I'm alive, awake, alert, enthusiastic.

Sung four times with different actions each time on a normal four-beat pattern
-Actions 1st time through: hold fists out with index finger pointing up at the word "alive", then back to fist on "awake", then pointing straight out in front of you on "alert", then back to fist at the "-sias" of enthusiastic").
-Actions 2nd time through: whole hand motions, with same timing.
-Actions 3rd time through: arms straight up, then back down, then out in front of you, then back in.
-Actions 4th time through: arms straight up, touch your knees, touch your toes, touch your knees again (must be done rather quickly)

2.6 H-O-B-Y

H-O-B-Y, H-O-B-Y, HOOOOBY!
H-O-B-Y, H-O-B-Y, HOOOOBY!
H-O-B-Y, H-O-B-Y, HOOOOBY!
H-O-B-Y, H-O-B-Y, HOBY!

Clap as you spell out HOBY, then during the drawn out "HOOOOBY", reach hands down then throw them back up in the air as you finish the word.

For the last verse, don't bother reaching your hands down, just throw them straight up and shout "HOBY" as loud as you can.

2.7 You HOBY!

H-O-B-Y, you ain't got no alibi, you HOBY, yea, yea, you HOBY!
H-O-B-Y, we ain't got no alibi, we HOBY, yea, yea, we HOBY!

Repeat as many times as you like

2.8 The Line Song

We are the front of the line, the front of the line, the front of the line
We are the front of the line,
Where is the back?

Back of the line responds:

WE are the back of the line, the back of the line, the back of the line
We are the back of the line,
Where is the middle?

Middle responds:

We are the middle of the line, the middle of the line, the middle of the line
We are the middle of the line,
Where is the front?

Sung while group is standing in line for food, on the bus, while walking somewhere, or whenever there is a free moment while waiting for something. Can be repeated as many times as you like, and you can vary who you call out, such as "Group C," "Junior Staff," or "the driver" if on a bus.

2.9 Where's HOBY at?

Leader: HOBY's in the back, show me where it's at!
(Ambassadors in the back immediately throw arms up and "Woooo")

HOBY's in the middle, give me just a little!
(Immediate "Woou" response from middle)

HOBYs in the front, show us how to grunt!
(Immediate "Woou" response from front)

HO-BYs! (*Immediate “Wooo” response from entire group*)
HO-BYs! (*Same response*)
HOBYs! (*Group puts out arms and thrusts in, yelling “Uh” This is done twice for a ‘double-UH,’ then finishes with earlier “Wooo”*)

2.10 That’s the Way to Get DOWN

Leaders:	Ambassadors:
Hey Ambassadors! (<i>or group K, “Russ,” etc.</i>)	Hey What?!
Show Us How to Get Down!	No Way!
Show Us How to Get Down!	OK!

H-O-B-Y (*while twisting to a crouching position*)
And that’s the way to Get Down *CLAP CLAP*
H-O-B-Y And that’s the way to Get Down *CLAP CLAP*

2.11 How do you feel?

Leaders:	Ambassadors:
Hey Ambassadors!	Hey What?!
How do you feel?	We feel good,
	Oh we feel so good, UH!
	<i>Optional following:</i>
	Double up, Uh-Uh
	Triple up, Uh-Uh Uh!

Optional ending: We feel fine, all of the time!
Ooga! Ooga! Ooga! Ooga! Ooga!

2.12 Boom Shawadda-Wadda

Leaders:	Hey Ambassadors! (<i>or group G, Junior Staff, etc.</i>)
Ambassadors:	Hey What?!
Leaders:	Show Us How You Shake Your Thang!
Ambassadors:	This Is How We Shake Our Thang:
	BOOM! Shawadda-Wadda
	BANG! Sha-Bang Bang
	BOOM! Shawadda-Wadda
	This is how we shake our thangs!

2.13 Hip Hop

Hip, Hop, HOBY Rocks

Let me see that right foot drop!

(Stomp right foot and yell) BOOM! Shake-it-out-shake-it-out!

(Stomp right foot and yell) BOOM! Shake-it-out-shake-it-out!

Can replace 'right foot' with left foot, booty, etc.

2.14 Bang Bang Choo-Choo Train

This is a repeat-after-me cheer:

Bang, bang, choo-choo train!

Come on, HOBY, do your thang! *Do a little dance as you say this*

Get it, get it, get it, get it! *Lean forward while rolling arms in forward motion*

Got it, got it, got it, got it! *Lean backward, rolling arms in backward motion*

UH! HOBY's on a roll! *Thrust arms in, then at "on" jump to the left, and at "roll" jump to the right*

(Clap) (Clap) (Clap, 1, 2, 3) *six claps total*

Repeat Clapping rhythm

Can repeat, speeding up each time. Also, this can be done as a repeat-after-me cheer if you're not sure ambassadors will catch on quick enough.

2.15 Peanut Butter HOBY Hugs

Crowd:

Peanut Butter HOBY Hugs,
sing with us we'll cheer you on.
Bang, Bang, Choo-Choo-Train
C'mon Group H, do your thang!

Why Not?

Well, why not?

Group:

I Can't

I Just Can't

Because my back is aching,
and my belt's too tight, but
my booty's shaking, from the
left, to the right.

All: From the left, to the right. From the left to the right, to the left, to the right
(actions to correspond)

2.16 Jiggalo

Leaders:

Hey HOBY! (*or Group W, etc.*)

Hey HOBY!

Are you ready?

To Jig?

Jiggalo!

Ambassadors:

Hey what?

Hey what?

to what?

Jigga-what?

Ooooooh!

All: With our hands up high and our feet down low, this is how we jiggalo!

Jig-a-lo, jig-jig-a-lo! (*Repeat*)

2.17 One and One

One and one, we're having some fun, here at HOBY all day and all of the night!

Goooo HOBY!

Two and two, we love what we do, here at HOBY all day and all of the night!

Goooo HOBY!

Three and three, I lost my key . . .

Four and four, my roommate snores . . .

Five and five, I'm still alive . . .

Six and six, we get all our kicks . . .

Seven and seven, in bed by eleven . . .

Eight and eight, we love what we ate . . .

Nine and nine, I'm doing fine . . .

Ten and ten, we'd do it again . . .

2.18 HOBY Rumble

Everybody do the HOBY Rumble!

Everybody do the HOBY Rumble!

HOOOOOBY RUMBLE! (*everyone stomps their feet and makes a lot of noise*)

Repeat

2.19 Stomp and Grind

Leader: Hey HOBY?!

Everyone: Yea?

Leader: What'd you hear?

Everyone: I've heard the news on the street,
That HOBY can't be beat.
But honey child, you must be wild
The HOBY team has got the style.
Stomp and grind... *Stomp and dance on ground*
Stomp, stomp, and grind. *(Repeat Stop & Grind's once more)*

2.20 We're Outstanding

H – H – U – G – H
O, B – R – I – A – N *(while clapping to the beat)*
HO-BY, HO-BY
Weeeeeeee're OutSTANDING!

2.21 Don't Mess With the Best

Hugh- O'Brian, Hugh-Hugh- O'Brian
Don't mess with the best 'cuz the best don't mess
Don't fool with the cool 'cuz the cool don't fool
Hugh- O'Brian, Hugh- Hugh- O'Brian
With the H to the H to the U-G-H
To the O to the B-R-I-A-N

Repeat as many times as you like, and end final verse by saying the first line one last time

2.22 Banana HOBY Hugs

This is a repeat-after-me cheer! Do the following motions quickly
hit thighs with palms of hands
clap
snap *snap*
clap *(don't break up the actions- do all six without pausing*
hit thighs *then have ambassadors repeat all six)*
Ba-na-na!
Na-na-na-na-na *(Ambassadors will repeat)*
Ba-na-na
Na-na-na-na-na
Ba-Na-Na!
Give a HOBY Hug to the person next to you, *(hug the person next to you)*
Give a HOBY Hug to the person next to you! *(turn & hug someone else nearby)*

2.23 E-I-E-I-O

This is a repeat-after-me-cheer!

E-I, E-I, E-I, O *(clapping on odd beats for a total of 4 claps)*

C'mon HOBY, Let's go! *(motion with your hands to 'go')*

Shoobee Doobee Doobee Do *(begin crouching, then zig-zag up to a Standing position)*

H-O-B-Y *(At each letter, make a 90 degree hop to your left, while making a motion with your left hand as though you've just shot a basketball)*

HO-BY!! *(make a whooping motion with your right arm- hand in a fist and throwing it up to the sky)*

2.24 The HOBY Handshake

Pick a partner

H- *Grasp right hands in a regular handshake*

O- *Grasp hands by linking around the thumbs*

B- *Grasp by tips of fingers*

Y *Grasp each other's forearm*

HO- *Still holding each other's forearm with right hands, slap each other's left hand by having hands meet directly under the forearm hold*

BY *Give each other a left hand slap directly ABOVE the forearms you are still holding*

UH! *Hip-bump each other with your right hips*

2.25 From East to West *(the ultimate)*

This is a repeat-after-me-cheer

From east to west,

HOBY leaders are the best.

I said from east to west,

HOBY leaders are the best!

Refrain:

Na nana Na-NA,

Na na-na na, na, Na

Na-na-na-Na-na-Na *Really get into it, like a guitar player during a show*

Na na-na na, na Na

(Follow same form for other verses...)

From Shamu to Moby, we're so glad to be at HOBY!

From soaps to suds, HOBY folk are really studs!

From coast to coast, HOBY leaders are the most!
 From left to right, HOBY Cats are outta sight!
 From squiggly to line, HOBY folk are oh-so-fine!
 From tower to tower, HOBY leaders have the power!
 From chips to dip, HOBY leaders are so hip!
 From dad to mom, HOBY leaders are the bomb!
 From bathroom to kitchen, HOBY kids are really kickin'!
 From state to state, _____ is/are really great!
 From watch(es) to clock(s), _____ really rock(s)!
 From lake to ocean HOBY Leaders are in motion!
 From school to school, HOBY kids are all so cool!
 From castles to tents, we're so glad to see the 'rents! (*if parents are there*)
 From takeoff to landing, HOBY leaders are OUTSTANDING!
 From silver to gold, this cheer is really getting old!
 From red to rover, this song is finally over!

2.26 Boom-Chicka-Boom

This is a repeat-after-me cheer
 I said a boom, chick-a-boom.
 I said a Boom, chick-a-Boom.
 I said a boom, chick-a-rock-a, chick-a-rock-a, chick-a-boom.
 Uh, huh
 Oh, yeah
 One more time...
 _____ style

Janitor Style: (*action: push "broom" in sweeping action*)

I said a broom, sweep-a-broom, I said a broom, sweep-a-broom
 I said a broom, sweep-a-mop-a-sweep-a-mop-a-sweep-a-broom

Valley Girl Style: (*done in a very 'valley girl' voice, flip wrist, hair, etc*)

I said, like, a boom, chick-a-boom. I said, like, a boom, chick-a-boom
 I said, like, a boom, --chick-a-rock-a, --chick-a-gag me with a spoon

Dr. Evil Style: (*hold pinky up to mouth*)

I said, I'm gonna get that Austin Powers, boom
 I said, I'm gonna get that Austin Powers, boom
 I said a boom, like throw me a freakin' bone here, boom

Preacher Style: (*finger pointing up to the feeling and lots of shaking*)

Do regular verse, but with a lot of conviction and a passionate preaching voice.

Loud Style: (*hand megaphone*)

Scream Regular Verse

Slow Motion Style: *(slow-motion walking/running)*
Do a regular verse s l o w l y!

Wisconsin Style: *(pretending to eat chunks of cheese)*
I said a cheese, chunk-a-cheese. I said a cheese, chunk-a-cheese.
I said a cheese, chunk-a-cheddar-chunk-a-cheddar-chunk-a cheese!

WWF Style: *(imitate wrestling, stomping around)*
I said a slam, chick-a-slam. I said a slam, chick-a-slam.
I said a slam, chick-a-slam, chick-a-slam--body slam!

Meditation Style: *(closing eyes with palms up, in a thoughtful voice)*
Regular verse, but in a very contemplative, thoughtful voice

Underwater Style:
Regular verse, but wiggle fingers over your lips

Flower Style: *(ballerina-esque arms as they “bloom”)*
I said a bloom-chick-a-bloom. I said a bloom-chick-a-bloom.
I said a bloom-towards-the-sunshine, towards-the-sunshine, chicka-bloom

Opera Style: *(big, expressive motions)*
Regular verse- sing it loud, sing it proud; big vibrato, crescendos

The Fast and the Furious Style: *(steering, shifting, pressing on gas)*
I said a vroom-chick-a-vroom! I said a vroom-chick-a-vroom!
I said a vroom-chick-a-stop! Cuz-there’s-a-cop-a-chick-a-vroom!

Cheerleader Style: *(random cheer motions- clapping, kicks in air, etc.)*
I said a boom, go-fight boom! I said a boom, go-fight boom!
I said a boom, go-fight-win, go-fight-win, go-fight-boom!

Ladies’ Man Style: *(act very suave)*
Regular verse while doing your best Ladies’ Man impression.

Ninja Turtle style:
I said a where’s the pizza dude? I said a where’s the pizza dude?
I said a dude-like-whoa-like, cowabunga dude!

Arnold Schwarzenegger Style: *(Lots of flexing muscles & in deep voice)*
I said a Boom-chicka-Boom. I said a Boom-chicka-Boom.
I said if I can be govern-ator, so can you!

Spaceman Style: *(put hands together and pretend it’s a rocket swerving about)*
I said a zoom-to-the-moon. I said a zoom-to-the-moon.
I said a zoom-take-a-rocket, take-a-rocket to the moon!

Sonic Boom Style: *(a good way to finish the song- on “boom,” make a final,*

I said a BOOM!.....sshhh! *dramatic, boom motion, then put finger to lips)*

2.27 Singing in the Rain

To the tune of the real song, with a variation at the end

I'm siiingin' in the rain
Just siiingin' in the rain
What a glorious feeling,
I'm Ch-ch-ch-Ch-ch-ch-Ch- HO-BY! (*During ch's, shake hands out as though they are wet, and during "HO" draw hands in to shoulders, and at "BY" throw them up to the sky*)
Thumbs up! *Ambassadors repeat this, while mimicking the motions*

*Repeat from beginning, but after "thumbs up" during second verse, follow with:
Elbows in!*

*Repeat again from beginning, and after going through "thumbs up, elbows in" during the third verse, add:
Feet together!*

And so on with the following additions:

Knees bent!
Butt out!
Head back!
Tongue out!

2.28 Ay... Bo-diddily-bop

This is a repeat-after-me cheer
Ay... Bo-diddily-bop!
I gotsta get back to my block!
With a steering wheel^x in my hand,
I can be a minivan^y *pretend to steer*
A minivan, a minivan

Repeat, but with Alternate Verses:

<u>X</u>	<u>Y</u>	<u>action</u>
basketball	Jord-ian	pretend to dribble
spaceship	mart-ian	be "spacy"
pizza	pizza man	carry pizza in one hand
spirit stick	HOBY-an	act crazy and spirited

2.29 Rumba, Rumba

This is a repeat-after-me-cheer

Rumba Rumba *an arm thrust for each "Rumba"*

Ticky-ticky-tonga *zig-zag and twist down to ground, then stand up*

A Moosa-moosa-moosa *make moose ears on your head*

Way-a-way-a-way A-way-e-o *arm motion as though you're doing the backstroke*

Louder! Faster! *Repeat as many times as you like*

2.30 Up in the Morning

When we're at HOBY we get up in the mornin',

Up in the morning, eeaarrly!

We raise our glasses to the sun and tell the sun 'good morning'-

Good Morning!

And 'howdy'-

And Howdy!

And Shaanty!!

2.31 Ride the Pony

For this 'cheer,' group gathers in a large circle with a few people chosen to be in the middle of the circle. When singing begins, those in the middle pretend to 'ride a pony' around the inside of the circle. At the end of the first verse, all those that started in the middle stop in front of any person that is part of the circle and dance facing that person, then with their backs to each other, then side to side as the song suggests. At the last 'this is how we do it,' those who started in the middle switch places with the people they stopped in front of in the circle, and those people go around the inside of the circle 'riding the pony' for the next verse. This is repeated as many times as you like, or until all participants have gotten a chance to be in the middle.

Here we go, ride that pony!

Ride around that big, fat pony!

Here we go, ride that pony!

This is how we do it:

Front to front to front, my baby!

Back to back to back, my baby!

Side to side to side, my baby!

This is how we do it!

2.32 Little Sally Walker

This is almost the same as “ride the pony”- just follow the directions of the lyrics.

Little Sally Walker *Can switch back and forth between ‘Johnny Walker’*
Walkin’ down the street
She didn’t know what to do
So she stopped in front of me

Singin’ Hey boy do your thing, do your thing, do your thing
Hey boy do your thing, do your thing- SWITCH!

2.33 The Milk Song

Leader(s): Give me a big M!

Everyone: EMMMMM!

Leader: Give me a little m!

Everyone: m. *(high-pitched)*

Chorus: Don't give me no pop, no pop,
 Don't give me no tea, no tea,
 Just give me that milk, moo-moo-moo-moo;
 That HOBY milk, moo-moo-moo-moo.

repeat for each letter in the word MILK. Then finish with...

Leader: Give me a big milk!

Everyone: CHOCOLATE!

Leader: Give me a little milk!

Everyone: skim!

Chorus

Note: During the moo’s, each person finds a partner. One partner links their hands with their thumbs pointing down- these are the ‘udders’. The second partner “milks” the first partner’s thumbs during the moo-moo-moo-moo. Partners switch roles for the second set of moo’s.

2.34 Rig-a-Bamboo

This is a repeat-after-me cheer

First Verse:

The Princess Pat	<i>Action: like you’re setting a crown on your head</i>
Lived in a tree	<i>make a tree with your arms</i>
She sailed across	<i>make a wave motion with your hand</i>

The seven seas	<i>hold up seven fingers, then make a letter C with one hand</i>
She sailed across	<i>wave motion</i>
The channel too	<i>make a C with one hand, hold up two fingers on the other</i>
That's where she found	<i>shout "found" with hands cupped to mouth</i>
The Rig-a-bamboo	<i>twist body down to floor</i>

Chorus:

A Rig-a-bamboo	<i>twist body to floor again</i>
Now what is that?	<i>hold hands out, inquiring</i>
It's something made	<i>make fists, and bop them on each other</i>
By the Princess Pat	<i>setting crown on head</i>
It's red and gold	<i>spinning motion with right hand</i>
And purple too	<i>spinning motion with left hand</i>
That's why it's called	<i>shout 'called' and cup hands to mouth like a megaphone</i>
A Rig-a-bamboo	<i>twist down</i>

Second Verse:

Now Captain Jack	<i>salute with hand to forehead</i>
Had a mighty fine crew	<i>push a broom across floor</i>
He sailed across	<i>wave motion</i>
The channel too	<i>make a C with one hand, hold up two fingers on the other</i>
But his ship sank	<i>hold nose & sink body downwards</i>
And yours will too	<i>point out at crowd, then hold up two fingers on one hand</i>
If you don't have	<i>shout 'have' with hands cupped to mouth</i>
A Rig-a-bamboo	

Repeat Chorus

Final word, "Rig-a-bamboo," is done dramatically and in slow motion

2.35 The Wee Wee Song

Ooooooh, When I was a wee wee tot,
they took me off my wee wee cot
and set me on my wee wee pot
to see if I could wee or not.

lobster like hand motions as you sing this:

Wee wee, Wee wee,
Wee wee wee wee Wee wee

Wee wee wee wee, Wee wee wee wee,
Wee wee wee wee wee wee

And when they saw that I could not,

they took me off my wee wee pot
and put me on my wee wee cot,
and then I gave it all I got!

Wee wee, Wee wee,
Wee wee wee wee Wee wee
Wee wee wee wee, Wee wee wee wee,
Wee wee wee wee wee wee!

2.36 A Pizza Hut

Do the motion for each as you say it

First Verse:

A Pizza Hut *form a triangle above your head with your arms- like the roof*
A Pizza Hut
Kentucky Fried Chicken *flap arms like a chicken*
And A Pizza Hut
*repeat

McDonalds! *make an arch with your hands*
McDonalds!
Kentucky Friend Chicken
and a Pizza Hut
*repeat

Second Verse:

A Burger King *making a crown over head with your hands*
A Burger King
A Shoney's Big Boy *rub stomach*
And Burger King
*repeat

Red Lobster! *make lobster claw motions with hands*
Red Lobster!
A Shoney's Big Boy
And a Burger King
*repeat

Third Verse:

A Lean Cuisine *lean to one side*
A Lean Cuisine *lean to other side*
An Ultra Slim Fast *run fast in place*
And a Lean Cuisine
*repeat

Weight Watchers! *use hands like you're shielding your eyes from the sun*
Weight Watchers!
An Ultra Slim Fast
And A Lean Cuisine
*Repeat

Fourth Verse:

A Jabba the Hutt *make arms as though you have a very large stomach*
A Jabba the Hutt
Luke Skywalker *pretend to wield a light saber*
And a Jabba the Hutt

Darth Vader! *put your hand over your mouth to say this*
Darth Vader!
Luke Skywalker
And Jabba the Hutt

Fifth verse:

A Pizza the Hut *mix Pizza hut and Jabba the Hutt motions*
A Pizza the Hut
A Luke Skychicken *mix light saber and chicken wing motions*
And a Pizza the Hut

McVader's! *mix McDonald's and Darth Vader motions*
McVader's!
A Luke Skychicken
And a Pizza the Hut

2.37 Bubblegum

My mom gave me a penny
To go and see Jack Benny
I did not see Jack Benny
I BOUGHT BUBBLEGUM!

Bazooka-zooka Bubblegum *dance around in a circle for*
Bazooka-zooka Bubblegum *these two lines*
I did not see Jack Benny-
I BOUGHT BUBBLEGUM!

For multiple verses, replace 'penny' and 'see Jack Benny' with words below

Nickel buy a pickle
Dime buy a lime
Quarter buy some water

Dollar	buy a collar
Pound	buy a hound
Peso	buy some queso
Yen	buy a hen
Ruble	buy a poodle
Frank	buy a tank
Euro	buy a burro

2.38 The Banana Cheer

Bananas of the world, unite!	<i>join hands above head so your body is the banana</i>
Banana Split!	<i>bring arms back down to your side</i>
Banana Splat!	<i>bring arms back above your head again</i>

Peel bananas, peel peel bananas	<i>lower each arm slowly,</i>
Peel bananas, peel peel bananas	<i>like it's being peeled Hawaii</i>

Shake bananas, shake shake bananas	<i>shake your body like you're dancing</i>
Shake bananas, shake shake bananas	

Eat bananas, eat eat bananas	<i>pretend you are eating a banana</i>
Eat bananas, eat eat bananas	

Go bananas, go go bananas	<i>go crazy with your motions-</i>
Go bananas, go go bananas	<i>jumping around or flailing your arms</i>

You peel it to the left,	<i>join hands over head again, then 'peel' your left arm</i>
And you peel it to the right	<i>peel right arm down to your side</i>
And you peel it down the middle	<i>raise arms, then 'peel' both down the middle</i>
And UH! You take a bite!	<i>thrust arms</i>

2.39 Swimming Pool

Swimming Swimming	<i>swimming motions with hands</i>
In the Swimming Pool	<i>draw a rectangular 'pool' in the air</i>
When days are Hot	<i>fan yourself</i>
When days are Cold	<i>clutch your arms and shiver</i>
In the Swimming Pool	<i>draw 'pool' again</i>
Breaststroke, Sidestroke	<i>'swim' forward, then to your side</i>
Fancy Diving Too	<i>act like you are getting ready to dive</i>
Oh wouldn't it be nice	<i>hold two thumbs up</i>
If we had nothing else to do!	<i>make a 'no more' motion with hands</i>
But—	

Repeat, dropping off the first line each time you go through the cheer, and humming it instead, until you get to the end and you hum the entire song

2.40 Baby Shark

Each line goes like this:

 Doo-doo, Doo doo-doo doo

repeat Doo-doo, Doo doo-doo doo

Baby Shark	<i>make a baby shark with your thumb and pointer finger</i>
Kiddie shark	<i>make kiddie shark with your whole hand (like lobster)</i>
Teenage shark	<i>use whole arms</i>
Grown up shark	<i>use one hand as the top jaw, and one leg as the bottom jaw</i>
Grandpa Shark	<i>make fists with your hands- like a shark without teeth</i>
Lady swimming	<i>swimming motions</i>
Saw a shark	<i>make a shark fin</i>
Swam Real Fast	<i>swim real fast</i>
Shark Attack	<i>wave arms in the air and flail wildly</i>
Lost a leg	<i>hop around on one leg</i>
CPR	<i>pretend you're pumping your chest</i>
It's Too Late	<i>point at wrist with the time</i>
Went to heaven	<i>flap wings like you're an angel</i>
Not in heaven	<i>make devil horns on your head</i>
Came back as a baby shark	<i>thumb and pointer finger again</i>

2.41 Brown Squirrel

just do the actions as you say them

Brown squirrel, brown squirrel
Shake your bushy tail!
Brown squirrel, brown squirrel
Shake your bushy tail!
Crinkle up your little nose
Stick it down between your toes
Brown squirrel, brown squirrel
Shake your bushy tail!

Repeat 3 more times, going faster and faster each time.

2.42 Shake

Shake yooouur...FOOT! Shake, shake, shake shake your foot
Shake your foot! Shake, shake, shake shake, your foot
Just shake your foot! Shake, shake, shake shake your foot
Shake your foot! Shake shake, shake shake your foot.

Repeat, shaking different body parts each time- i.e. knees, earlobe, arm, etc.

2.43 Tarzan

This is a repeat-after-me-cheer
Taaar-zan
Swinging on a rubber band
Smacked into a frying pan
Now Tarzan's got a tan

*make a smacking motion with hands
showcase your arm as if it's very tan*

Jaaaane
Flying in an airplane
Crashed into a freeway lane
Now Jane's gotta pain
Now Tarzan's gotta tan

*pretend you're an airplane
crashing motion with hands
hold your back as if in pain
do tan arm motion again*

Shaaaamu
Swimming in the ocean blue
Smacked into a big canoe
Now Shamu's gonna sue
Now Jane's gotta pain
Now Tarzan's gotta tan

*swimming motions
smacking motion
shake your finger as if blaming someone
repeat previous motions*

Chaaaarlie
Riding on a Harley
Crashed into Bob Marley
Now Charlie's really gnarly
Now Shamu's gonna sue
Now Jane's gotta pain
Now Tarzan's gotta tan

*pretend to rev a motorcycle
crashing motion
make a fist, but hold pointer and pink fingers up*

2.44 Peanut Butter and Jelly

Actions to correspond with lyrics- this can be done as a repeat-after-me cheer

Peanut, Peanut Butter. . . and Jelly!

Peanut, Peanut Butter. . . and Jelly!
 First you take the butter and you spread it, you spread it
 Then you take the jelly and you spread it, you spread it
 Next you take the bread and you MUSH it, you MUSH it!
 And you take the sandwich and you MUNCH it, you MUNCH it!

Repeat, but end with:

Peanut, Peanut Butter. . . and Jelly!
 Peanut, Peanut Butter. . . and Jelly!

2.45 Let Me See Your...

Leaders:

Let me see your Frankenstein!
 I said, let me see your Frankenstein!
 I said, let me see your Frankenstein!

Ambassadors:

What's that you say?
 What's that you say?
 What's that you say?

All: *as you do a Frankenstein impersonation*
 I said...Oooh ah! Oooh ah! Oooh ah! Oooh ah!

Other verses:

Jerry Maguire	do the "show me the money"
John Travolta	dance to Disco moves
Arnold Swarzenneger	show off muscles in various positions
HOBY Spirit	be as loud and crazy as you can
Funky Chicken	self-explanatory
Surfer Dude	self-explanatory
Lawnmower	self-explanatory
Windshield wiper	self-explanatory

2.46 Little Green Frog

Scrunch face and stick out tongue for the "Mmm-aah's,"

First Verse:

"Mmm-aah," went the little green frog one day;
 "Mmm-aah," went the little green frog!
 "Mmm-aah," went the little green frog one day,
 So we all go, "Mmm-mmm-aah."

Second Verse:

All the frogs go... "Sha-la-la-la-la" *wiggle arms in the air,*
 All the frogs go "Sha-la-la" *alternating to the left and right*

All the frogs go... “Sha-la-la-la-la”
So we all go, “Mmm-mmm-aah.”

Other verses:

-“Honk honk,” went the big bad truck one day; *honk truck*
-“Splish, Splat,” went the little green frog! *horizontal double-claps*
-**Make slurping “dog lick” noises** Went the big brown dog one day

But all verses end in
“So we all go, “Mmm-mmm-aah.””

2.47 Alligator

First two lines sung like the Hallelujah chorus

This is a repeat-after-me cheer

Chorus:

Alligator	<i>Very quietly, and hands are alligator jaws</i>
Alligator	<i>Sung a little louder, elbows to hands are jaws</i>
Aaaaaaaaaaalligator!!!	<i>screamed, and way out of tune, whole arm is jaw</i>

He can be your friend, he can be your friend, he can be your friend too!
-drum hands on left leg, then both legs, then right leg
-on “too,” hold two fingers up like a peace sign

Verse 1.

The alligator is my friend
He likes to kiss and flirt,
But I'd rather have him as my friend
Than wear him on my shirt.

Chorus

Verse 2.

The alligator is my friend.
He can be your friend too.
But I'd rather have him as my friend
Than eat him in my stew.

Chorus

2.48 Toe Knee Chest-Foot

To the tune of Frère Jacques, touch each body part as sung.

(Love = heart; You = point out to “you”)

Toe Knee Chest-Foot
Toe Knee Chest-Foot
Toe Knee Nose
Toe Knee Nose
Toe Knee Nose Eye Love You
Toe Knee Nose Eye Love You
Toe Knee Nose
Toe Knee Nose

2.49 The Littlest Worm

Leaders:

The littlest worm
I ever saw
Got stuck inside
My soda straw

Ambassadors:

The littlest worm
I ever saw
Got stuck inside
My soda straw

All Together:

**The littlest worm I ever saaaw
Got stuck inside my soda straaaw**

Follow the same form for each subsequent verse

He said to me
Don't take a sip
For if you do
You'll surely flip

I took a sip
That worm went down
Right through my pipes
He must have drowned

Now don't you fret
Now don't you fear
That little worm
Had scuba gear

He was my pal
He was my friend
There is no more
This is the end

2.50 Oh, I Feel so Good

Oh, I feel so good and
Oh, I knew I would and
Oh, I feel...so...good.
Take it down now....

*Repeat, getting quieter each time, crouching closer to the ground each time.
After you are as quiet as you can get, replace “take it down now” with “A little
bit louder now!” until you are jumping up screaming the cheer.*

3.0 Icebreakers

3.1 Synopsis

Creating an atmosphere of familiarity among the participants will help all feel at ease and begin to loosen them up for more active participation in your program. Icebreakers are also an immediate way to begin testing the participants' leadership and communications skills.

Icebreakers may be used in several situations

- 1) Upon arrival or while participants are waiting for the day's activity to begin. 'That's Me' is great for this purpose. (See section 3.9)
- 2) For group members to get to know one another and create a safe, "say anything" environment for discussion. A good example would be '40 Questions.' (See section 3.6)
- 3) During slush time when you want to re-invigorate participants or give them a break from a long string of activities. 'Ride the Pony' is a good icebreaker for this purpose. (See section 2.31)

Establishing the right camaraderie among participants is important to providing a jump-start to the group and the seminar. The amount of time you have allotted for this purpose will dictate the type of icebreaker you use, but be aware that some icebreakers may influence the mood of the seminar for the entire day, if not longer.

3.2 HOBY Bingo

On the following page is a blank bingo card which should have a description entered into each box. You can get creative with your descriptions or use some of the examples below. Fill in each box with a different description. Reproduce enough copies for each participant to have a bingo card. The object is for the player to get a different signature in each box. The players are to introduce themselves to other players and ask for signatures.

Some examples of descriptions that could go in the bingo boxes:

- in the school band
- is a class officer
- favorite food is pizza
- plays (name of sport)
- is the (oldest/middle/youngest) child
- plays a musical instrument
- is a (university name) fan
- has an after-school job
- had a hard time getting here this morning
- middle initial is "(letter)"
- lives less than two miles from school
- loves to (an activity)
- favorite color is (color)
- has brown hair and brown eyes
- favorite class is (school subject)
- plans to go to college out of state
- favorite season is winter
- blushes at compliments
- plays tennis
- drives a car to school
- is glad to be here
- is on the honor roll
- likes to tell jokes or stories
- has traveled to a foreign country
- has a 4.0 GPA
- is wearing tennis shoes
- has a birthday in (month)
- enjoys singing

Idea: Create your HOBY Bingo card by filling in the boxes with information from the nomination forms.

HOB Y BINGO

Find someone who fits each of the descriptions listed below. Some people might have a variety of places that they could sign on your sheet, but you must have a difference signature in each box. Have fun!!

3.3 Introduction Swap

Note: This icebreaker can be done with large groups, but is particularly suited for small groups of 8-12

Instruct the participants to pair up with an individual who they do not know. The participants interview one another for the purpose of afterwards introducing one another to their other group members.

The interviews should be a few minutes in length. In the interview, interesting facts about the person should be discovered in addition to the “normal” kinds of things. Participants can even be instructed to include two or three particularly “interesting/fun/insightful” things about the interviewee (i.e. who they most admire, a color or animal that best describes how they feel, etc.)

After the time period for interviewing is lapsed, each pair takes turns introducing one another to the other members of the group.

Time should be allowed for an average 45-60 second introduction of each person.

3.4 The New Millionaire

Note: This activity takes about one minute per participant, and is best done in small groups, with the intention of creating an atmosphere in which sharing is accepted and encouraged.

Assemble the group in a circle. Inform them that they have just been given a gift of one millions dollars, tax-free. Ask them to think about how they would use their newly-gained fortune. The facilitator can either select one person to share their plans for the fortune and then rotate around the room, or let each participant volunteer to speak when they feel comfortable doing so.

Instead of a gift of money you could ask:

- If you could take a free two-week trip to any place in the world, where would it be?
- If you could become the leader of any country in the world, what country would it be?
- If you could travel on a time machine to any era in time, what era would it be?
- If you could talk to any person in the world, living or dead, who would it be and why?

Possible Discussion Questions:

1. What did you learn about the other persons in this group?
2. In what ways can you use the underlying concept of this exercise to help you be more open to new ideas from this training program? (The idea of this question is to get the participants to compare the seminar to the million dollars, and plan how they will use what they gain from it)

3.5 That's Me

Note: This game works best with 12+ people, and if you have enough chairs you can use them to form the circle, so you have better-defined spots.

A takeoff of the game Fruitbasket, here the entire group forms a large circle and stands shoulder to shoulder, except for one person who remains inside the circle.

Explain the game by telling the group:

The person in the middle says-

"My name is _____ and I go to _____ High School, and I like people who _____." This last blank is filled in with something that other people around the circle may have in common with that person. For example 'are wearing pink shoelaces,' 'listen to the Rolling Stones,' 'drove more than 3 hours to be here,' or any number of things that person can come up with.

When the person in the center of the circle calls out the attribute, everybody who shares that attribute takes one step forward, raises his or her hand, and shouts "That's me!" All these people, including the person in the middle, must then move to another position in the circle. Players cannot move to the spot immediately to the left or right of where they were positioned when that round of play began.

Since there is one more person than there are chairs, a new person should be left standing in the middle. That person becomes the player in the middle who introduces her/himself and calls out the next attribute. This process is repeated until you've reached your allotted time limit for the activity.

3.6 Name Game

In small groups each person introduces her/himself by using an adjective that both describes them and begins with the same letter as that person's first name (i.e. "Hi I'm Jumping Jamie").

The first person introduces her/himself, and everyone else says "Hi ____!" The second person in the group does the same thing, but repeats the 'name' of the first person. The third person introduces him/herself, and repeats the 'names' of the first two group members. This process continues until it comes back around to the first person introducing her/himself, who then must say the adjective-names of everyone in the group.

Variation: Instead of using adjective-names, have each person state an interesting fact about oneself, make a facial expression, or do a dance move that the following group members must repeat.

3.7 Nametag Introduction

Each person is given a blank nametag. The person writes his/her name and school on the nametag. In addition, the person decorates his/her nametag with symbols or pictures which represent some aspect of the person's life, goals, experiences, or personality.

After everyone has completed their nametag, each person introduces her/himself and explains why he or she decorated the nametag that way. The nametags are worn for the remainder of the conference and people in different groups can ask about the symbols or pictures on the nametags as a way to meet others.

Materials

- Nametags
- Plastic nametag holders
- Markers/crayons/colored pencils

3.8 Story Time

Note: This activity can be done by individual groups or by combining two groups.

Each group (team) will create a story with each member contributing a line to the story. The object is for the story to be as creative as possible.

Two sheets of paper are posted on a wall in front of each team. The teams are stationed behind a line about 5 yards away from the paper. The story begins with the words, "Once upon a time..." at the top of each team's paper. Each person is given one minute to think of a line to add to the story. They are not to consult with one another about their story lines. They can write down their line on a sheet of paper if they want. Then give the teams two minutes to think of their story's opening line.

One team member is chosen as the leadoff person. The remaining team members line up in a relay formation. Upon signal, the first team member goes to the paper and writes the team's opening line, then his/her individual line. The person returns to the team and 'tags' the second person, who goes to the paper, writes his/her line and returns to tag the next person. This continues until all team members have completed the activity and written their line to the story.

After all teams have finished, the group reassembles and teams can share their finished stories with each other.

Materials

- 2 pieces of flip chart paper or butcher paper per team
- Masking tape (for hanging the paper)
- Crayons or markers for each team (permanent ink markers may bleed through)

3.9 40 Questions

This works particularly well as an icebreaker for small groups. Sit in a circle and have the first person pick a number from 1 to 40. He or she then must answer the question he or she picked. Continue around the group until everyone has answered at least one question.

1. If you could have been someone in history, who would you have been?
2. If you received \$5,000 as a gift, how would you spend it?
3. What is your favorite sport and why do you like it?
4. What do you like to do in your spare time?
5. What kind of job do you want to have in 20 years?
6. If you become President of the United States, what two things would you do?
7. What is your favorite room in the house? Why?
8. What kind of animal would you like to be, and where would you live?
9. If you could open up a restaurant chain, what kind of food would it serve?
10. What is your favorite food?
11. Share three things for which you are thankful.
12. If you could go anywhere in the world for a vacation, where would you go?
13. What color do you think of when you think of happiness?
14. If you could compare how you feel right now to some sort of food, what would it be?
15. What is one of your hobbies?
16. If you could make a free long distance phone call right now, who would you call?
17. If you could become invisible for three hours, where would you go?
18. What TV or movie star would you like to invite to your birthday party?
19. When you are alone and no one can see or hear you, what do you like to do?
20. If you could change your age, what age would you rather be?
21. Tell about the neatest birthday present you ever received.
22. What would you like to do to become famous?
23. If you could get anything in the world for your birthday, what would you like it to be?
24. What really turns you off about a person?
25. If you were a doctor, what ailment would you like to cure?
26. If you had to be stuck on a desert island, what three things would you take with you?
27. If you could take 3 people with you on a trip around the world, who would they be?
28. If you could live anywhere in the world, where would it be?
29. What talent do you have that you are proud of?
30. What three words describe how you feel right now?
31. What do you think about when you can't fall asleep?
32. What do you like most about yourself? Least?
33. What four things are most important in your life?
34. If you could learn another language, which language would it be and why?
35. If you could get stuck in an elevator with one person from history, who would it be?
36. If you could ask the Dalai Lama one question, what would it be?
37. Who is your hero?
38. What was your favorite cartoon growing up?
39. If you could compare how you feel right now to a color, what color would you be?
40. If you were to die tomorrow, what would you miss the most?

3.10 Song Grouping

Note: This game is a good way to break down a large group into small family groups for the first time, or to reorganize students into groups with students outside their family group for discussion or other purposes.

Use with unassigned groups:

Decide ahead of time how many small groups there will be and about how many people will be in each group. Select as many song titles as there will be groups. The song titles should be ones with which most everyone is familiar and could hum the tune. For example, for five groups you would need five songs: “Happy Birthday,” “Old McDonald Had a Farm,” “Jingle Bells,” “Mary had a Little Lamb” and “The Macarena.” Tunes can be pop songs, TV theme songs, holiday songs, children’s songs, etc.

Write each song title on individual slips of paper, creating as many slips for each song title as you want persons in the group. For example, if you want 10 people per group, each of the above five song titles should each be written on 10 different slips of paper. Distribute randomly to each participant a song-titled slip of paper, telling them not to divulge what is on their slip.

The facilitator of this activity tells everyone that a song title is written on the slip of paper they were given. At the facilitator’s signal, everyone is to start humming the song written on his/her slip of paper, while wandering around the room seeking out others humming the same tune. They continue humming their tune and hunting other group members until everyone is assembled together in their groups, and the facilitator gives the sign to stop. Each group can then do get-to-know-each-other icebreakers or break out into an intended discussion.

Use with pre-assigned groups:

Follow the above instructions, but instead distribute the slips of paper with song titles for each group at check-in. The student is instructed not to divulge what is on their slip of paper, but receives the song title that has been pre-assigned to his/her family group. When you want students to get in their family groups for the first time, explain the instructions and have them start humming and grouping.

Approximately 10-15 minutes should be allotted for this activity.

Materials

Required number of slips of paper with song titles

3.11 Handful of Icebreakers

The purpose of these activities is for participants to become acquainted with, and feel comfortable around each other early on.

3.11.1 My Own Best Friend *(small group)*

Ask the group to introduce themselves as they think their best friend would- their likes and dislikes, recreational interests, personal aspirations, etc.

3.11.2 The Story Behind the Name *(small group)*

Ask the group to examine and describe what is in their name. They should tell their full name, any nicknames or abbreviations, who or what they were named after, and whether they like or dislike their name. They can also tell what other name they would choose if they had the opportunity, and why.

3.11.3 Guessing Game *(small to medium group)*

Prior to the seminar, survey (by phone or letter) group members to discover various information, such as hobbies, major accomplishments, self-descriptive adjectives, etc. Prepare a brief synopsis of each (with name deleted) and distribute to the group. After they've had at least a little bit of time to get acquainted with each other, give everyone time to fill in the names they believe match the descriptions, without talking to each other. After they've finished, go around the group and have each participant reveal which synopsis described him/her.

Materials:

Survey prior to session
Forms with descriptions
Key

3.11.4 Human Knot *(small to medium group)*

Participants stand in a circle, and put their hands in towards the middle, grabbing the hands of two different people, neither of who are standing next to them. To ensure that there is only one link of hands, one person squeezes his/her right hand and the chain squeeze should reach every hand before getting back to the leader. The goal is to get untangled without letting go of hands.

3.11.5 Ball Disclosure *(small group)*

Arrange participants in a circle. Say your name and something unusual about yourself, and then throw a soft ball to someone else in the circle. The person who catches the ball does the same thing until everyone in the circle has received the ball at least once. If you want to make the game longer, you can have rounds, where each round you answer a different question when you catch the ball. For example, the first time you catch the ball you tell what your dream job is, the second time you catch the ball you tell what your favorite ice cream flavor is, and so on.

Variation: to get participants familiar with each other's names, you can have them say their own name, answer the designated question, then say the name of the person they are about to toss the ball to.

Materials:

Soft ball (tennis, sponge, nerf, or bean bag)

3.11.6 Lap Seat *(Small to Large group: 8+ people)*

All members stand shoulder-to-shoulder facing inward. All members turn to the right and move in one foot closer to the center. Each member then puts her/his hands on the waist of the person in front of her/him. As the leaders count to 3, each member slowly sits on the lap of the person behind. To advance this further, have each member (while still sitting) take a step forward on the count of three (1, 2, 3, left, 1, 2, 3, right...). To debrief you can reflect on how, sometimes, we all "need somebody to lean on," but if each member participates and has trust in the other group members, no one will fall and the circle will be complete.

Variation: Have everyone sit in a circle on chairs that have just enough room between them for a pair of legs. Without moving their chairs, have participants turn to face their right, and consequently, the back of the person to the right of them. On cue, have participants lean back and rest their upper body on the person behind them, keeping their feet on the ground. Have volunteers not in the circle remove the chairs that participants were sitting on, until the participants' legs are the only things keeping the circle from collapsing.

3.11.7 Stand Up *(small to large group)*

Have everyone grab a partner, and sit on the ground, back to back, with knees bent and elbows linked. On the count of three have all pairs try to stand up by pushing against their partner's back. You can also do this with groups of 3's and 4's, or more if you're feeling ambitious- just remember to have participants sit very closely packed for large group stand-ups, and to stand up quickly and at the same moment.

3.11.8 M&Ms *(small group)*

Have a bag of M&Ms and ask each participant to grab some. After each person has gotten their M&Ms, display the following chart:

- Orange: If you could travel anywhere in the world, where would you go?
- Red: What is your favorite hobby?
- Green: What is an accomplishment of yours that you are proud of?
- Brown: If you had one day entirely to yourself, what would you do?
- Yellow: Who is one of your heroes?
- Blue: If you could start any non-profit organization, what would it be?

Now, have each person answer the question corresponding to the color of the M&M that is their favorite, or that they have the most of in their hands.

Variation: Instead of having color-coded questions for each M&M, have each participant reveal one thing of their choice about themselves for every M&M he/she grabbed.

Materials:

One bag of M&Ms

3.11.9 Five Changes *(small to large group)*

Instruct each participant to find a partner who is wearing the same color shoes (this is optional, but an easy way to have them partner up randomly). Once everyone has a partner, have them sit back to back, and give them the next two minutes to change five things about their appearance (un-tuck their shirt, put their watch on the other hand, etc.) without turning around. After time is up, have partners turn around to face each other and see if each of them can identify the five changes the partner made. This can be done several times with several changes of partners.

3.11.10 Incorporations *(large group)*

This game is about grouping and regrouping as quickly as possible, and the idea is for participants to meet as many people as they can. Once the leader calls out the instructions, participants organize and find their appropriate groups. Every time the participants hear “STOP,” they should freeze right where they are, whether they’ve found their group or not, and stop talking until new instructions are given.

Sample Instructions:

- Find a group of 3 people you don’t already know and creatively form the letter H using your bodies.
- Find a group of 5 people wearing the same color shirt, and form the letter O.

- Find a group of 4 people whose last digit in their phone number is the same as yours, and form the letter B with your bodies.
- Find a group of 5 people all born in the same month as you, and form the letter Y with your bodies.

3.11.11 Color, Car, Character *(small group)*

This is another form of introductions. Have each participant think of the following: a color which he or she feels fits his or her personality, a type of car that he or she thinks is appropriate to his or her self-image, and the name of a fictional character with whom he or she identifies (These are just suggestions- leaders can have participants relate themselves to various kinds of insects, flowers, food, film stars, etc.) Give participants a few moments to think about it, then, one at a time, have group members introduce themselves by stating their names, colors, cars, and fictional characters, as well as some rationale behind the three choices.

3.11.12 Roller Coaster *(small to large group)*

This is an imitation of a roller coaster ride. An outdoor adventure- group lines up behind a designated leader, who starts running and doing all sorts of twists and turns, as everyone follows on this 'ride.' One sound the leader can make may include a clicking sound of a roller coaster going up an include, or other sounds you'd make if you were on a roller coaster ride.

3.11.13 Red Rover, Wild Toad, and the Cheshire Cat *(large group)*

Ask all participants to form a group with two people they have not yet met. Once all the groups have formed, tell them that they must decide as a group who is going to be Red Rover, who is going to be Cheshire Cat, and who is going to be the Wild Toad. If the size of your group is not divisible by three, you can make a group of four, and have two people play the same role. Once roles are decided, tell them that within each group, Red Rover and Wild Toad need to have a conference, and that the Cheshire Cat must walk 10 feet away from their groups and cover their ears. Red Rover and Wild Toad then have 30 seconds to decide an action they want Cheshire Cat to do in front of the large group. This action, as long as it isn't dangerous and is kept rated G, can be anything at all, from singing 'Happy Birthday' in an opera voice, to doing the funky chicken dance. After the 30 seconds is up, all Cheshire Cats return to their groups, and Red Rover and Wild Toad tell the Cheshire Cat what action he/she will be doing. For the next 60 seconds, all Cheshire Cats must then go around the room/field performing that action, as all the Red Rovers and Wild Toads get to watch the ensuing chaos. When the 60 seconds is up, Cheshire Cats return to their groups. Then, Red Rover must leave the group as Cheshire Cat and Wild Toad choose what action they will have Red Rover perform. The whole process is repeated and all Red Rovers go around the room performing the action for 60 seconds. The

same is done with the Wild Toads, so that everyone has a chance to embarrass themselves in front of the large group.

3.11.14 Where in the World *(medium-large group)*

This is a good way for people from the same area to connect. Tell participants to pretend that the room (or field, etc.) they are in is a map of the state, and outline the invisible boundaries. Ask participants to find the spot on the map where their hometown would be and to stand there. Once everyone has found their spot, give people from the same vicinity a few minutes to connect, then you can move on to the next activity, or use this as a tool for breaking up people into discussion groups.

3.11.15 Birthday Line *(small-large group)*

Tell participants that they are to organize in a chronological line according to when their birthdays are. Let them talk for the first 20 seconds, then have them do the rest in silence. You can time them if you like. Once they appear to be finished, have them go through the line and announce their birthdays out loud to make sure they are in the correct order. Variations include having them get into a line according to what their favorite color is, the last two digits of their phone number, or the number of letters in their name (make sure they turn around their nametags for this one).

3.11.16 Traffic Jam *(small group)*

Divide your participants into groups of eight. Lay out nine pieces of paper on the floor in the following way: 4 arrows pointing left, 4 arrows pointing right, and one blank sheet in the middle. The pieces should be two feet apart.

Each of the eight people should pick one of the arrows to stand on, and they must face in the direction the arrow is pointing. The object of the activity is to get each group to switch sides in as few moves as possible (The group on the left side is trying to get to the right side and vice versa). The players need to be in the same order when they get to the other side.

For example, if it starts out as:

A B C D – W X Y Z

It must end as:

W X Y Z – A B C D

Rules:

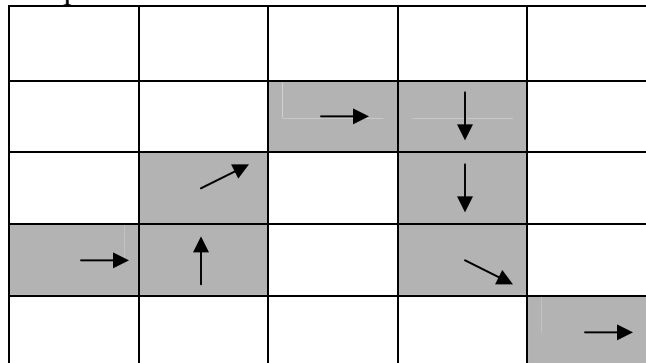
1. People must be facing the same direction the whole time.
2. No one can pass someone facing the same direction as them (someone whose back is toward them)
3. A person can only go around one other person at a time.
4. A person must have an empty spot to stand on when they go around a person.
5. No one can ever move backward.
6. Only one person can move at a time.

3.11.17 Invisible Maze

(small group)

This will take some time for preparation beforehand. Obtain 25 pieces of paper or cardboard, all the same size (and preferably, color), which you will lay out before the activity as a 5x5 grid on the floor. Before the activity, design a path that participants will take to get from one side of the grid to the other. Make some sort of reference sheet so you can remember what it is.

For Example:



All participants must get to the other side of the grid using this path. They line up, and each person gets a chance to try to find the correct path by stepping on a square in the first row. He or she looks to the leader after every move, who will nod yes if that is the correct square, thereby giving them a chance to try to find the next square, and no if it is the wrong square, or was stepped on out of order- in which case he or she must go to the back of the line. As incentive for them to do this with the least wrong moves possible, you can keep track of the number of wrong squares they step on. Participants keep taking turns, trying to find the correct path until they step on all the correct squares in the correct order, and make it to the other side while following these rules:

1. After the first minute of the game, in which participants are also allowed to ask questions of their leader as far as what they can and can't do, everything must be done in silence. Participants can not verbally tell each other which spaces are correct, nor can they point at squares, nod their heads, or talk in sign language (they could, however, make it so that a participant stands along the side of each row and holds up a certain number of fingers to signify which square to step on, but let them come up with a system like this on their own).
2. The next square a participant moves to must be touching the square he/she is already on.
3. A participant cannot move backwards at any time (nor will the path require them to), unless they are going back to the end of the line.
4. Once a participant has successfully made it to the other side, he or she must remain on that side until all other members make it over as well.

3.11.18 Two-by-Four

(small group)

This needs to be done in groups of eight. Divide these eight people into two groups of four, with each small group having a distinct thing in common: i.e. four short haired group members and four long haired group members- or you could give each team of four a different colored scarf so that they remember what team they're on. Have the whole group stand in a shoulder-to-shoulder line facing you. Within the line, the eight people should be lined up so that they alternate by smaller group (one with long hair, one with short hair, one with long hair, one with short hair, etc.). Explain to the group that the objective of the activity is to have them rearrange their line in the least amount of moves possible (it takes at least four) so that all participants belonging to one of the small groups- i.e. those with short hair- are on the left side of the line, and members of the other small group are on the right side of the line.

For example, it starts out as:

A B A B A B A B

And should end:

A A A A B B B B

Rules

1. All moves must be made in pairs. The pairs must be made up of two people that are standing right next to each other.
 2. As a pair moves, they leave two empty spots behind, which must be filled by another pair at some point in time- you can't end up with a gap in the line.
- Players must keep facing forward the whole time.

3.11.19 Rainmaker

(large group)

Stand in front of the crowd of participants (who can either be sitting or standing) and tell them that you are going to begin performing a motion with your hands, and when you pass in front of them, they are to perform that motion continuously until you pass in front of them again doing a different motion.

Go to one side of the crowd, and begin rubbing your hands together until all the participants standing in front of you are rubbing their hands as well. Slowly, begin walking to the other side of the crowd as you rub your hands- once you reach the edge of the entire crowd of participants should be rubbing their hands together.

Run back to the side of the crowd where you began, and start doing the second motion- snapping your fingers with both hands, as you slowly pass to the other side of the crowd for the second time. Participants should continue rubbing their hands until you pass in front of them, and by the time you get to the end of the crowd snapping your fingers, all participants should be snapping- which should sound like heavy raindrops hitting the ground.

Repeat this process of walking from side to side of the crowd as you do the following:

- Hit your thighs with the palms of your hands
- Hit the floor with your hands if participants are sitting OR have them stomp the ground with their feet (by this time it will sound like a torrential downpour)

Once the entire crowd has gone through these motions and is hitting the ground with either their hands or feet, start doing the whole process backwards so that it sounds like the storm is slowly receding. Have the first side go back to thigh slapping, pass that around, then finger snapping, then rubbing their hands. Once everyone is back to rubbing their hands, go around once more and give them a signal to be completely silent. Once you get to the end of the crowd, fewer and fewer participants will be hand rubbing, making it sound like the last moments of a rainstorm.

For a debriefing, you can reflect on how it took every person's participation for it to sound like a rainstorm at all. If one person had done this by her/himself, it wouldn't have worked, but when you get everyone to join in and do it at the same time, you hear an entire thunderstorm.

4.0 Leadership Activities

4.1 Build a Leader

Purpose: To recognize the attributes of a leader

Time: 20 to 60 minutes, depending on number of groups and how much they share

Location: one table per group, or spread out on floor

Supplies: One paper bag for each group with supplies, such as: paper towel & toilet paper empty rolls, pipe cleaners, scotch tape, scissors, glue, eyes, magic markers, Popsicle sticks, colored paper, string/yarn, Q-tips, cotton, empty vegetable cans, egg carton, Styrofoam ball, etc. Not all of these are needed and you can add others. The bags must all be the same.

Optional:

- Put a coupon in each bag for 1 free item from a central table with unusual items, such as red felt, aluminum foil, light bulbs, etc.
- Put a coupon in each bag to trade for an item from another group.
- Allow each group to pick out a random bag of items and pack each bag with different items.

Directions: Divide into small groups. You have 12 minutes to use as many things in your bag as you wish to “build a leader.” Think of the attributes that would make your leader a person that you would want to follow. Select a representative from your group to give a 2-minute description of your leader and tell why you included each part that you did. (You can give more than 12 minutes for creating the leader, if your schedule allows.)

Discussion:

1. What were some of your challenges?
2. Were you able to get all of the items/attributes into your leader that you wanted?
3. Did someone take charge in the group?
4. Was it easy for you to express an idea or suggestion?
5. Did you all agree?
6. Were there some attributes that seemed more important than others?
7. What could be the significance of “trading” for an item for your leader? (For example, leaders need to realize strengths and weaknesses, and learn new things or recruit others to assist.)
8. Is your leader realistic?
9. What can an exercise like this show you as a leader? (For example, leaders come in different sizes and packages!)

This exercise was provided by Carol Applegate (4/98), adapted from another exercise.

4.2 Paint Your Goals

Purpose: To use art to portray your leadership/career goals for 10 years from now.

Time: 15 to 20 minutes, with time to wash up in the lavatory

Supplies: Paper, finger paints, paper towels, water, tablecloth cover for the tables.

Directions: Your challenge is to present your leadership/career goals for the year 2016, on paper as art. Allow time to share and discuss goals with each other.

Discussion:

1. How do you see yourself in the future?
2. What will you need to do to arrive at your goals?

This exercise was provided by Carol Applegate (5/02).

4.3 The Birthday Challenge

Purpose: To demonstrate various methods of communication, especially when verbal communication is not available.

Time: 20 minutes

Location: classroom, hallway or outside if weather permits.

Supplies: none

Directions: Your challenge is to line yourselves up by birth date without talking. You cannot mouth words, but can use any other kind of communication you can think of without making a sound. (When the task is completed and they have formed a line in birthday date order, ask participants to say their birthdays out loud to see if they were correct.)

Discussion:

1. What were some challenges you experienced that you weren't expecting? (For example, not knowing order, hard to double check, ascending or descending, etc.)
2. What parts were easier than you were expecting? (For example, ease of non-verbal communication, group used uniform mean of communication such as fingers or foot taps, or drivers' licenses, etc.)
3. Did you have 2 on the same day? What did you do?
4. Did you try to arrange by years (age) too? The challenge just asked for birth dates.
5. What can an exercise like this show you as a leader?
6. Did any leaders emerge from the group?
7. How would an identified leader have made this task easier?

4.4 Let's Take a Hike!

Purpose: Opportunity for team building.

Time: 20 minutes

Location: large open space

Supplies: 5 hula hoops; 36" strip of cloth for each student

Directions: Lay the hula hoops on the floor in a row, about a foot apart from each other. Lay a 2-3 foot piece of rope at each end so it looks like this:

participants ☺ | O O O O O | where they want to get to

Have the students all line up (front to back) behind 1 piece of rope and give the following directions: Each of you take a strip of cloth. Tie your ankle to the person behind you. Make it loose. You should be all tied together. (Some may have put right to right, left to left, or they can all be facing one way towards you and tie left to right, which may be easier in the task.) The first and last person will have only one foot tied. The object of the task is to walk from where you are now through all the hoops and past the next rope. Without falling! You have 10 minutes.

Discussion:

1. What were some challenges that you ran into that you weren't expecting?
2. Did it seem too easy at first?
3. Did someone take charge?
4. Was it easy for you to express an idea or suggestion?
5. Were you all facing the same way? Do you think it would be easier if you were?
6. If you fell did someone help you up? Is that what team members should be doing?
7. What can an exercise like this show you as a leader?

4.5 Vanity Tags

Purpose: Demonstrate our positive characteristics.

Time: 20 minutes

Location: tables required

Supplies: box of magic markers; 8 ½ x 11 printed “HOBY license plates”

Directions: First ask the participants what a vanity tag is (for a fee to the Department of Motor Vehicles, you can personally initialize your vehicle’s license plate, often called a “vanity tag”). Ask for examples. The challenge in this task is to determine a positive, personal leadership attribute and display it on a vanity tag. You can use up to 10 letters and/or numbers. It can be general leadership themes, leadership positions you hold, goals, etc. that describe you. It can be acronyms or abbreviations. It can be phonetic (does not have to be spelled correctly).

Discussion:

1. What were some challenges you ran into that you weren’t expecting? (For example, not wanting to express your positive attributes in front of others.)
2. Was it easy for you to express an idea? Why?
3. What can an exercise like this show you as a leader? (For example, some people do not like to boast about their abilities; and some do not think positively about their skills.)
4. Where you surprised by what other Ambassadors wrote?
5. How might your Vanity Tag change over the years?

Share: Let everyone share their vanity tag within their group or to the entire session. Make sure they explain why they chose the tag.

This exercise was provided by Carol Applegate (4/98).

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4.6 Colors – Personality Traits

Purpose: Recognize different personality traits and leadership styles.

Time: 20 minutes as available

Supplies: Copies of personality traits score sheet (2 sided) for each participant; pencil/pen for each participant; descriptive color styles sheet to be given to each participant after task is done.

Directions: Give each participant a scoring sheet and have them complete it in 5 minutes. There are four columns. Add up the totals in each column. Distribute the color styles sheet. Ask the group to raise their hands if they were red, and then read the description for that personality style. Continue with all four colors.

Discussion:

1. Where you surprised with your dominant color category?
2. Were two categories close for you? Were you close in all four areas?
3. Was it easy for you to accept your description? Both positive and negative?
4. Do you think this knowledge helps or hinders a leader?
5. Are there others that may agree or disagree with the color that describes you?
6. What can an exercise like this show you as a leader?

Colors of Personality Traits:

Yellow:

- Expects quick action
- Assumes flexibility
- Works in the here and now
- Flexible approach
- Welcomes a change
- Institutes change quickly
- Expects people to “make it fun”

Blue:

- Expects others to express views
- Assumes a “family spirit”
- Works to develop other’s potential
- Democratic unstructured approach
- Encourages change by human potential
- Provides time for development of a sense of security during change
- Expects people to develop potential

Green:

- Expects intelligence and competence
- Assumes task relevancy
- Seeks ways to improve system
- A visionary
- Analytical approach
- Encourages change for improvement
- Constantly “in process” of change
- Expects people to follow through

Red:

- Expects punctuality, order, and loyalty
- Assumes there is a “right” way to do things
- Seldom questions tradition
- Is rules oriented
- Detailed/thorough approach
- Threatened by change if not proven “right”
- Prolonged time to initiate any change
- Expects people to play their roles

What color is your personality?

Instructions: This questionnaire describes forty different personality traits grouped together into four sets of ten statements each. Read each statement and circle the number that most naturally describes how often that personality trait applies to you (i.e. not learned behavior). Add the values of the circled numbers for each set of ten traits. Enter the total for those ten traits only in the appropriate total score space provided at the bottom of each side of the page. Your highest trait total score is your core personality color. Knowing your “core color” is a key to a better understanding of yourself and others.

Never	Seldom	Sometimes	Often	Most of the time	Always
0	1	2	3	4	5
1. I thrive on action and adventure.					
0	1	2	3	4	5
2. I seldom plan ahead. I dislike too much structure in my life.					
0	1	2	3	4	5
3. I am naturally impulsive. I prefer to be spontaneous.					
0	1	2	3	4	5
4. I welcome change and variety.					
0	1	2	3	4	5
5. I naturally like to take risks.					
0	1	2	3	4	5
6. I am competitive by nature. I go all out to win.					
0	1	2	3	4	5
7. I seek to create excitement in my life.					
0	1	2	3	4	5
8. I believe the purpose of life is to be enjoyed.					
0	1	2	3	4	5
9. I am naturally playful. I have a good sense of humor.					
0	1	2	3	4	5
10. I value physical skillfulness more than intelligence and/or sensitivity.					
0	1	2	3	4	5

Yellow

Total Score: _____

Never	Seldom	Sometimes	Often	Most of the time	Always
0	1	2	3	4	5
1. I am driven to understand things and events using logic and analysis.					
0	1	2	3	4	5
2. I need to be valued for my knowledge and expertise.					
0	1	2	3	4	5
3. I am good at developing strategies to solve problems.					
0	1	2	3	4	5
4. I seek to develop competence in others and myself. I value intelligence.					
0	1	2	3	4	5
5. I believe the purpose of life is to be successful at whatever one does.					
0	1	2	3	4	5
6. I am an abstract thinker. I live in a world of ideas. I enjoy thinking.					
0	1	2	3	4	5
7. If asked for my opinion, I am likely to offer constructive criticism.					
0	1	2	3	4	5
8. I like to think about how things work – “cause and effect” relationships.					
0	1	2	3	4	5
9. My head rules my heart. Logic is more important than feelings.					
0	1	2	3	4	5
10. Others often see me as cool and unemotional. I dislike being emotional.					
0	1	2	3	4	5

Green

Total Score: _____

What color is your personality? (page 2)

Never	Seldom	Sometimes	Often	Most of the time	Always
0	1	2	3	4	5
1. I am naturally organized. I need order and structure in my life.					
0	1	2	3	4	5
2. I need to be valued for being responsible, hard working, and dedicated.					
0	1	2	3	4	5
3. I naturally respect authority and follow the rules.					
0	1	2	3	4	5
4. I seek to develop responsibility and good behavior in others and myself.					
0	1	2	3	4	5
5. I believe the purpose of life is to work hard and do what is right.					
0	1	2	3	4	5
6. I am a practical person. I have a strong need for security.					
0	1	2	3	4	5
7. I cherish the traditions of home and family and try to uphold them.					
0	1	2	3	4	5
8. I like to make lists and follow them so I can get lots of things done.					
0	1	2	3	4	5
9. I have a strong sense of right and wrong.					
0	1	2	3	4	5
10. I usually plan ahead. I like stability and predictability in my life.					
0	1	2	3	4	5

Red

Total Score: _____

Never	Seldom	Sometimes	Often	Most of the time	Always
0	1	2	3	4	5
1. I seek to create harmony and cooperation among people. I hate conflict.					
0	1	2	3	4	5
2. Relationships are the central focus of my life.					
0	1	2	3	4	5
3. I naturally care about others' feelings and want them to care about mine.					
0	1	2	3	4	5
4. I need to feel important and significant to those I care about.					
0	1	2	3	4	5
5. I believe life must be meaningful. I try to make a difference in the world.					
0	1	2	3	4	5
6. Harmony is essential in order for me to be productive and happy in life.					
0	1	2	3	4	5
7. I need authenticity and honesty in my relationships.					
0	1	2	3	4	5
8. I like to be seen as different and unique. I desire to express my <i>true</i> self.					
0	1	2	3	4	5
9. I am a true romantic. I enjoy being affectionate and loving in my behavior.					
0	1	2	3	4	5
10. I seek to develop the potential of others so they can be their best.					
0	1	2	3	4	5

Blue

Total Score: _____

Red Your Strength is Organization

If your brightest color is Red, you need concrete, sequential, organization to impact real change and accomplishment

You enjoy on-time, on-task people and activities.

You take pride in organization and regulations to govern events

You thrive on taking care of all the details

Will carry on traditions and activities in a manner that will preserve cultures and heritage

Can achieve and accomplish a large task because you have the ability to break it down to smaller sequential pieces and have the organization and infrastructure in place to achieve the parts until the whole project is completed.

You expect people involved in the project to know their roles and responsibilities and to achieve their designated goals.

You Esteem Yourself by focusing on process and procedures.

People with **RED** as their brightest color see things and events as black and white, orderly and sequential.

They are able to take care of details because planning is focused using past events as a framework and improving what was previously accomplished.

Their order will provide focus and structure for the group.

They will delegate responsibility to people who understand their role and duties.

They will react to change suggestions slowly and only when convinced or proven changes will work and improve the present situation.

They provide the details and organization for group success within that framework

They are symbolized by logical thinking, organization and defined details for achieving a task.

YOUR KEYS TO PERSONAL SUCCESS

Organization

Rules and Regulations

Group effort toward common goal

Rewards loyalty

Preserves history and culture

Attention to detail

Provides structure and focus

Assumes vision and action plan for group

Seeks order

WITH RED AS YOUR BRIGHTEST COLOR YOU TEND TO

DREAM OF: Sequential, orderly activities and environments

VALUE: Structure, regulations, ability to focus

REGARD: Organization, History

DISLIKE: Random, Un-Focused

EXPRESS: Completion, Product, Focus

FOSTER: Group Potential, Attention to Detail, Achievement

RESPECT: Focused, On-task, Organization

PROMOTE: Control, Focus, Accomplishment

RED MAY SEE ITSELF AS: Organized, Focused, Leader, On-task, On-time, Efficient, Attention to detail, Achiever, Motivated, Accomplished, In-charge, Sequential, Able to organize and complete large, complex tasks.

OTHERS MAY SEE RED AS: Structured, Bureaucratic, Hard headed, Uncompromising, Unyielding, Stubborn, Overbearing, Obnoxious, Rigid, Unable to be flexible given change in circumstances, Engaged in nit-picking, Unforgiving, Unable to change with times.

Yellow... Your Strength is Skillfulness

If your brightest color is yellow, you need freedom to take immediate action.

A zest for life and a desire to test the limits best express your nature.

You take pride in being highly skilled in a variety of fields.

You are a master negotiator. Adventure is your middle name.

You prefer a hands-on approach to problem solving and a direct line of reasoning creates the excitement and immediate results that you admire.

YOUR KEYS TO PERSONAL SUCCESS

The impulse to really live
testing the limits

The need for variation

Excitement and
lightheartedness

Charged adventure

Being a natural entertainer

Spontaneous relationships

Taking off for somewhere
else

Being able to act in a crisis

A love of tools

Charm, wit, fun

Taking defeats only
temporarily

Considering waiting as
emotional death

You Esteem Yourself by Being Adventurous

People with yellow as their brightest color see life as one big party to enjoy.

They live in the here and now, for who knows what tomorrow may bring.

They are always ready for a business deal of any sort, loving competition and never missing an opportunity.

Their impulsiveness drives everything they do.

They are symbolized by the flight of the eagle, the sensation of riding a motorcycle, the roaring of the rapids, and the skillfulness of a virtuoso.

WITH YELLOW AS YOUR BRIGHTEST COLOR, YOU TEND TO

DREAM OF: Being free,

spontaneity, impetuosity

VALUE: Skills, grace, options,
competition

REGARD: Opportunities, options,
competition

DISLIKE: Rigidity, authority,
forcefulness

EXPRESS: Optimism, impatience,
eagerness, and confidence

FOSTER: Recreation, fun, and
enjoyment

RESPECT: Skill and artistic
expression

PROMOTE: Stimulation and risk

YELLOW MAY SEE SELF AS: FUN-LOVING, ENJOYS LIFE, SPONTANEOUS, FLEXIBLE, ADAPTABLE, CAREFREE, PROFICIENT, CAPABLE, HANDS-ON PERSONAL, PHYSICAL, INDEPENDENT, GOOD NEGOTIATOR, ABLE TO DO MANY THINGS AT ONCE, CURIOUS, LIKES VARIETY AND CHANGE, SEES SHADES OF GRAY, "HERE AND NOW: ATTITUDE, WITTY, FUNNY, LEFT-BRAINED INTEGRATED.

OTHERS MAY SEE YELLOW AS: IRRESPONSIBLE, FLAKY, UNORGANIZED, SCATTERED, CLUTTERED, INVADING OTHERS SPACE, DISOBEYS RULES, MANIPULATIVE, UNABLE TO STAY ON TASK, UNCONTROLLABLE, INDECISIVE, CAN'T BE TRUSTED, SELFISH OR UNSYMPATHETIC, WISHY-WASHY.

Green...Your Strength is Knowledge

If your brightest color is green, you feel best about yourself when you are solving problems and when your ideas are recognized especially when you feel ingenious.

You seek to express yourself through your ability to be an expert in everything. Your idea of a great is to use your know-how like a laser to create solution, in that you are a complex individual with great analytical ability.

Although you do not express your emotions openly, you do experience deep feelings.

You Esteem Yourself by Utilizing Ingenuity

People with green as their brightest color have curious minds. They explore every facet of a problem or an idea to control the realities of life.

They are global by nature, always seeking universal truth.

They acquire skills and perfect a product or system on which they choose to focus.

They are symbolized by the abstract thinker, the unknown challenge of outer space, the complexity, and simplicity in design, and symmetry of forms.

YOUR KEYS TO PERSONAL SUCCESS

- Developing models
- Abstract thinking
- Analytical processes
- Exploring ideas
- A variety of interests
- Striving for competency
- Admiring intelligence
- Storing wisdom and knowledge
- Being a perfectionist
- Abhorring redundancy
- Utilizing precise language
- Handling complexity

WITH GREEN AS YOUR BRIGHTEST COLOR YOU WILL TEND TO...

DREAM OF: Truth, perfection, accuracy

VALUE: Answers, resolutions, intelligence, explanations

REGARD: Efficiency, increased output, reduced waste

DISLIKE: Injustice and unfairness

EXPRESS: Coolness, calm, and collected reservation

FOSTER: Inventions and technology

RESPECT: Knowledge and capability

PROMOTE: Effectiveness, competence, and know-how

GREEN MAY SEE ITSELF AS: SUPERIOR INTELLECT, 98% RIGHT, TOUGH-MINDED, POWERFUL, VISIONARY, ORIGINAL, UNIQUE, EMINENTLY REASONABLE, RATIONAL, CALM, UNDER-CONTROL, PRECISE, OBJECTIVE

OTHERS MAY SEE GREEN AS: IMPRACTICAL, OUT-OF-TOUCH, UNCARING, PREJUDICED, RESERVED, CONTROLLING, PERFECTIONIST, UNABLE TO LISTEN.

Blue... Your Strength is

Authenticity

If your brightest color is blue, you seek to express the inner you.

Authenticity and honesty are valued above all other characteristics.

You're sensitive to subtlety and with great flair you create satisfied when roles in life's drama. You enjoy close relationships with those you love and you possess a strong spirituality in your nature.

Making a difference in the world is easy for you because you cultivate the potential in yourself and in others.

YOUR KEYS TO PERSONAL SUCCESS

Authenticity as a standard

Seeking reality

Devotion to relationships

Cultivating potential in others

Assuming creative roles in life's drama

Writing and speaking with poetic flair

Self searching

Sensitivity to subtlety

Spirituality

Making a difference in the world

Seeking harmony

BLUE MAY SEE SELF AS: WARM, CARING, COMPASSIONATE, ROMANTIC, SPIRITUAL, CAUSE-ORIENTED, UNSELFISH, CARETAKER, EMPATHETIC, PEOPLE-PERSON, AFFIRMING AND ACCEPTING, SYMPATHETIC, DESIRING HARMONY, UNITY.

OTHERS MAY SEE BLUE AS: OVERLY EMOTIONAL, "BLEEDING HEART," MUSHY, IMMATURE, OTHER-WORLDLY, WEIRD, UNREALISTIC, SMOTHERING, TOO TRUSTING, HOPELESSLY NAIVE, EASY TO MANIPULATE, SOFT, FAWNING, GROVELING, OUT OF TOUCH WITH REALITY.

Your Esteem Yourself by Being Sincere and Sympathetic

People with BLUE in their character as their brightest color are persons of peace and love. They are the natural romantics in life, idealizing the perfect moment and gestures of love.

They are most

nurturing the potential in others, bringing out the best in them. They are facilitators of human potential.

They are symbolized by the dove peace, the romantic ballad, the drama in life, and the importance of a simple touch or handshake.

WITH BLUE AS YOUR BRIGHTEST COLOR YOU

TEND TO

DREAM OF: Love, affection, authenticity

VALUE: Compassion, sympathy rapport

REGARD: Meaning, significance, identity

DISLIKE: Hypocrisy, deception, insincerity

EXPRESS: Vivacity, enthusiasm, inspiration

FOSTER: Potential growth in people, harmony

RESPECT: Nurturing, empathy, sharing of feelings

PROMOTE: Growth and development in others

4.7 Leadership for Service Care Packages

Purpose: To apply leadership skills and knowledge to a hands-on community service activity; to donate care packages to a local organization such as a homeless shelter, children's hospital or soldiers in military service. (This activity fulfills the Leadership for Service experience-based learning requirement.)

Time: 60 minutes

Setting: Large open space

Supplies: In advance of the seminar, participants are asked to donate and bring with them items from a list of supplies (the list should be provided by the organization that is being served with the care packages)

Directions: Donating and assembling care packages is a basic service activity, which you can make more meaningful in the following ways:

- Invite a representative of the organization you are serving and/or an individual that has benefited from care packages to speak about the value of this community service. This step is very important so that the participants do not focus on just the labor of the activity but can see the bigger picture and value that they are providing to others.
- In addition to assembling the supplies in boxes or bags, have the participants write personal notes to the individuals that will receive the care packages. (Make sure to screen the notes before sending them.)
- Rather than telling the participants what to do or how to do it, make this into a leadership challenge. Explain the end goal and provide all of the supplies. Then, tell the participants to come up with an efficient way to conduct the project as a team. Watch for those who stand out to lead the group, and also encourage the other participants to include their ideas.

(Provided by HOBY California-Central)

4.8 HOBY Apprentice/Management Game

Purpose: To learn and apply those concepts important to entrepreneurship; to provide a team-building exercise; to develop presentation skills. (This activity fulfills the Entrepreneurship Panel requirement.)

Time: 90+ minutes over the course of several days

Setting: Work tables; panel set-up

Supplies: Colored markers; poster board for each group

Directions: This is a creative version of the panel requirement. You begin with your 3-5 panelists who should be entrepreneurs with different areas of expertise in business. You open the panel by explaining that you will be hearing from the panelists and then each group will have the task of creating their own unique company, a product that their company could sell and a commercial for their product. Allow 5 minutes for each panelist to speak and then go into the question-and-answer assembly. For the small group discussions, allow the groups to begin discussing their company and product ideas and have the panelists rotate to the groups to assist. Allow 20-30 minutes each day for the groups to work on their projects and develop their presentations. Each presentation should include the company's mission, market they will target, product, and a commercial. On the last day of the seminar, have each group give their presentation by performing their commercial, and describing their company and product. You may ask the panelists to return to view the presentations and provide feedback; even to judge the groups and provide awards.

Optional: One version of this activity is to provide each group with a bag of random household items to use in creating their new product. To produce the bags, ask each facilitator to donate 10 identical items, or one for each group.

(Provided by HOBY California-Los Angeles)

4.9 Win as Much as You Can!

Purpose: To introduce the concept service. (This activity fulfills a Leadership for Service elective.)

Time: 30 minutes

Setting: Either four separate rooms, or enough space in one room to divide into four groups where each group can discuss privately

Supplies: Four copies of the scoreboard and scoring guidelines; four pens.

Directions: Divide the entire group of participants into four smaller, equal size groups. Announce “*We are going to play a game where the goal is to win as much as you can!*” Then explain the scoring guidelines exactly as follows:

- *Each group will have 20 seconds to come to a consensus to vote either “X” or “Y.”*
- *You will write your vote down on the score sheet and wait until the signal.*
- *How each group votes, will determine the total pay off for all the other groups.*
- *For example (refer to the scoring guidelines): If each group votes “X” then each group will lose \$1. If one group votes “Y” and the others vote “X” then the “Y” group wins \$3 and the other groups lose \$1 each... (Read through each possible scenario).*
- *There will be 10 rounds in this game. With each round your group will have the option of changing its vote.*
- *You are not allowed to confer with the other teams, unless given the option to do so.*
- *We will determine the total score at the end of ten rounds.*

Send the groups to separate rooms or separate corners of a large room. Provide each group with a scoreboard, the scoring guidelines and a pen. Announce the beginning of each round and time it for 20 seconds. Choose four facilitators to act as runners and go to the groups to ask them for their votes.

Facilitator Guidelines:

- Do not talk to the students; when time is up at each round simply ask “*What is your vote?*”
- Wait for the runner to tell you the votes of the other groups. Mark the vote and the pay-off amount for each group in each round.
- At the start of Round 5: announce that each group has the option of selecting one person to step out of the room to confer with members from the other groups before locking in the votes. Give them just one minute to confer. After they have returned to their designated groups, announce to the entire group that Round 5 will be 3 times the pay-off, according to the vote of the team. Give them 15 seconds to lock in their vote.

- At the start of Round 8: Announce that this round will be worth 5 times the pay-off; no conferring allowed.
- At the start of Round 10: Announce that they may confer with anyone they wish for 2 minutes. Then, provide 20 seconds to lock in the votes. Finally, announce that the final round was worth 10 times the pay-off.
- At the conclusion rounds, total each group's scores and take the total of all four groups to determine the final score, but do not announce it yet (see below).

Discussion: Bring the groups together and begin the discussion; this discussion is the key to the success of this activity:

1. What groups had challenges finding consensus?
2. What groups changed their votes?
3. Who had challenges simply being heard in their group?
4. Who took a leadership role in their group?
5. Who stayed quiet and did not share your opinions with your group?
6. Who did not listen to your group and stuck to your own opinion?
7. Who spoke with other groups?
8. Who changed your vote after speaking with others?

Announce, “*The total possible win in this game was 100.*” Then, continue:

9. Did you win as much as you ALL could? Why not? What happened?
10. Did you notice something special about the chart? (See TOTAL row)
11. How many of you could see the point of the game within the first few rounds? Did that affect your behavior? The final outcome?
12. What parallels would you make from this activity and the concepts of leadership?
13. What were you thinking about the other teams? Did you trust them?
14. What systems exist that drive an “X” thinking culture?
15. What are the challenges of being a “Y” person in an “X” culture?

Explain: “Cross out the word WIN and write in “BE as much as WE can be.” Yesterday, we talked about leadership and entrepreneurship. Today is about LEADERSHIP FOR SERVICE. You will hear about some outstanding leaders who have done work for the benefit of themselves AND others; you will explore organizations in our state that you can serve; you will participate in a hands-on service project; and, we will challenge you to conduct 100 hours of service over the next year. My invitation to you today is to look out how you can be so that everyone wins as much as possible.

Other possible discussions:

16. Redirect the conversation away from the dynamics of the game and money, and towards the theme of group behavior.
17. Discuss a scarcity model versus living in, and creating abundance. Identify the challenges of this in the work environment.
18. Identify the success stories of “Y” thinking, behavior and events.
19. What happened in round 5? What could be said about the dynamics of trust?
20. What is the danger in compartmentalizing or creating silos in an organization?
21. What are the benefits of working towards a “Y” culture?
22. What would you say about “contagious behavior”?

(Provided by HOBY Washington)

<i>Win as Much as You Can!</i>								
	Team A		Team B		Team C		Team D	
Round	X or Y	\$	X or Y	\$	X or Y	\$	X or Y	\$
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
TOTAL:								

Scoring Guidelines for Win as Much as You Can! :

All X's: Each group loses \$1 each

3 X's and 1 Y: Each X wins \$1 each; Y loses \$3

2 X's and 2 Y's: Each X wins \$2 each; each Y loses \$2 each

1 X and 3 Y's: X wins \$3; each Y loses \$1 each

All Y's: Each group wins \$1

4.10 The Amazing Race

- Purpose:** To learn about and bond with participants in the facilitator groups
- Time:** 60 minutes
- Setting:** outdoors, works best in a University setting; different set-up for each activity
- Supplies:** Maps of the facility; clues written on slips of paper; additional supplies varies based on activities conducted

Directions: This activity requires some preparation in advance. Obtain a map of the campus and locate several key spots that you can use to conduct small team-building exercises. You need one activity/location per facilitator group. Write clues about the locations, which will be used by the groups to go from activity to activity. Prepare a team-building exercise for each location. You will need facilitators to travel with their groups to the activities and you will need staff running each activity. You may create activities that follow the themes of your seminar. The following are sample activities:

- Get to Know Your Group – the group stands in a circle and each person takes a turn saying something they have learned about each person in their group. The farther along in the circle you are, the harder it is because you cannot repeat anything anyone else has already said. Each group may use one opportunity to discuss as a group for 30 seconds. Once everyone takes a turn, the group receives the next clue.
- The American Flag – the group is instructed on the requirements of handling the flag of the U.S. and the meaning of each of the folds. Then, the group folds the flag together, while listening to a patriotic song. Brief discussion follows with a member of the National Guard and then they receive the next clue.
- Model Airplane – each person is given a small wooden plane to assemble and then fly across the lawn. The goal was to get your plane as close to the mark as possible in the least amount of tries. Once someone's plane hits the target, the group receives the next clue.
- Lewis & Clark Trivia – (this seminar had a speaker discuss the leadership traits of explorers Lewis & Clark earlier in the day) the group is asked 10 questions about Lewis & Clark and they must answer at least 5 correctly to receive the next clue.
- A Drop in the Bucket – two buckets are placed about 15 feet apart. One bucket is filled with water and other is not. The objective is to fill the empty bucket with water using a ladle. The group must find a way to work as a team because the rule is that only one person can touch the ladle at a time. Once the empty bucket is filled to a designated line, they receive the next clue.

Announce to the participants that they will be participating in a scavenger hunt across the campus, called “The Amazing Race.” Give each group a clue to one of the location – each group should have a different clue so that they don’t all go to the same place. The groups should use their maps to travel to the location. At each site, provide a team-building exercise that must be successfully completed in order for the group to receive the next clue and advance to the next activity.

The last clue brings everyone back together and refreshments are provided. At this time, you can present awards to each group for the activity they did the best (e.g. flew the plane the farthest, most questions answered correctly, etc.).

(Provided by HOBY North Dakota)

4.11 The Wall*

***It is highly recommended to have a volunteer who is experienced in leading this activity facilitate “The Wall” with your group. You may contact HOBY Colorado for assistance.**

Purpose: To reflect on society and explore personal judgments in a safe environment.

Time: 60 minutes

Setting: Round tables or a large open space

Supplies: Butcher paper and markers; a strong yet compassionate leader to facilitate the discussion

Directions: Begin with an introduction to set the serious and respectful tone necessary for this activity. Provide each group with a sheet of butcher paper; each paper with one of the following labels clearly written on the top: Blacks, Hispanics, Jews, Muslims, Asians, Poor People (of any persuasion), Homeless People, Women, Gay Men, Lesbians, Native American Indians, People of Mental or Physical Disability, Young People, Elderly People, Arabs, People of Mixed Race, Illegal Immigrants, People of Alternative Religions (Wiccans, atheists, voodoo, tribal religions, etc.). You can choose any of these labels or add your own.

Tell the groups that they have 10 minutes to write every single word that comes to mind about the group of people listed on their paper. Encourage them not to filter anything, or worry about being “politically correct” or offending anyone in this activity.

Collect all of the papers and post them on a wall – “The Wall of Hate.” Bring the entire group back together and begin the discussion.

Discussion:

1. Go through each of the statements, reading off the items that will make people laugh before saying the harsher ones.
2. Ask, “*Why are so many of the items overwhelmingly negative?*”
 - a. *By show of hands, how many of you would consider yourselves racist, sexist, anti-Semitic or just plain anti-religious, or homophobic?*
 - b. *(Pointing to the wall) These names came from within you! Whether or not you acknowledge or believe them, they came from inside of you.*
 - c. *Just having these within you, though, is not alone the hate I speak of. While I doubt anyone here is an outright racist, much of our prejudice and hate comes from judgment. Contempt Prior To Investigation!*
3. Explain: Elimination of Racism, Sexism, Ethno-Centrism, Religio-Centrism, Classism, Homophobia or any other type of hate begins at home.

- a. The first step is SELF REFLECTION – to identify the problem within you and then begin the work to eliminate it. That is what you have done today.
 - b. The second step is EDUCATION (Provide statistics like those below, either on a handout, read aloud or in a PowerPoint presentation.)
 - c. Next, you always must be OPEN-MINDED to what you will find within yourself and within your world.
 - d. Finally, you must demonstrate a true dedication and willingness to MODIFY THE JUDGEMENT; not eliminate judgments because that is impossible.
4. My personal experiences... (the facilitator shares some of his/her personal experiences with both making unfair judgments of others, and of being judged.)
 5. Share: A Buddhist Parable goes like this, “The poison arrow in the chest, do not go looking for who shot it and why they shot it. You extract it and nurse the wound, hoping to eliminate the poison that has entered you.” The “poison” is the hate within each of us – do not worry about where it came from now, just choose to remove it.
 6. What are we going to do with our Wall of Hate? Burn it? Knock it down? (Typically, the participants all come to the wall to pull down and tear up the papers together.)

You may choose to go into individual groups again and continue the discussion with the facilitators, as the participants often have a lot to ask and to share at this point.

Statistics: Hate in America

<i>Women</i>
<ul style="list-style-type: none"> • <i>A woman is raped approximately every 1 minute.</i> • <i>In America, women make somewhere between 70 and 74 Cents on the man’s dollar.</i> • <i>Every 9 seconds a woman is battered by her partner.</i> <p style="text-align: right;"><i>*Source: The Abused Women’s Advocacy Project</i></p>
<i>Blacks</i>
<ul style="list-style-type: none"> • <i>36% of death row inmates are black even though blacks only make up 12% of the population.</i> • <i>In 2002, blacks were 2.2 times more likely to be unemployed than whites.</i> • <i>Blacks only make 64% of the income whites make proportionally.</i> <p style="text-align: right;"><i>*Source: the US Census Bureau 2002</i></p>
<i>Homosexuals</i>
<ul style="list-style-type: none"> • <i>In 2002, nearly 1,400 violent crimes were committed against gays and lesbians because of their sexual identity. *Source: the Federal Bureau of Investigation 2002 Report on Hate Crimes</i> • <i>As of Jan. 1, 2003, in only 13 states is it not illegal to fire someone based on their sexual orientation. *Source: Coalition for Business Ethics</i> • <i>7 states don’t have hate crime laws; 22 states that have hate crime laws don’t include sexual orientation in their hate crime legislation. *Source: The Anti-Defamation League 2002</i>
<i>Muslims</i>
<ul style="list-style-type: none"> • <i>Around 1,200 citizen and non-citizen Muslim men and women were imprisoned after 9/11 with no charges against them, some of whom are still being held.</i> • <i>The FBI reports that hate crimes against Muslims have increased more than 1,500% (yes, you read that right) since 9/11.</i>

<i>*Source: 2002 FBI report on Anti-Muslim sentiment in America</i>	
<i>Classism</i>	
<ul style="list-style-type: none"> • <i>In 2002, 16% of the American population lived below the poverty line (established at about \$12,000).</i> • <i>The top 1% of the country holds 40% of the wealth in America.</i> 	<i>*Source: The US Census Bureau 2002</i>
<i>Classism and poverty cross all boundaries of race, religion, sexual orientation, and gender.</i>	

(Provided by HOBY South Dakota and Jamie Utt, 2001 Colorado HOBY Alumnus)

4.12 Archie Bunker's Neighborhood

Purpose: (Not to be revealed until the end of the activity) To educate participants about the damage stereotyping can do

Time: Approximately 60 minutes

Setting: Large room that you can put masking tape on and section it off. You will need 7 sections of differing sizes with the largest going to the white group. The extra section is for the jail. Use signs to identify each section.

Supplies:

1. Color coded index cards representing different race groups: White, Women, Handicapped, Black (African-American), Latino, and Gay/Lesbian/Bisexual OR index cards with the names of each group on them.
2. Masking tape
3. Price lists for each group
4. A gift for the white group
5. Badges for the police
6. Signs designating the areas and titles
7. 5-6 volunteers (non-participants) to help you
8. Play money
9. Permits
10. Table and chairs for white group and chairs for the handicapped
11. Rubber gloves
12. Optional: supplies for attendees to use to construct their communities

The Players:

Mayor: The head of Archie Bunker's Neighborhood: Archie. The role is to oversee the building of each community and hear appeals for permits and supplies when the Mayor feels it is warranted.

Secretary of Permits: The role is to issue building permits when warranted and to treat people the way they deserve to be treated.

Supplier: The role is to sell supplies based on the fair price list published by you, and to treat people the way they deserve to be treated.

Police Officers (3-4): The role is to escort people to the Secretary of Permits, Supplier, Mayor, And Jail when warranted and to treat people the way they deserve to be treated.

Residents: The people who are working to build the community, they should build the best community possible given the resources they have to work with.

Procedure:

1. As the attendees come into the room you give them one of the index cards and direct them to their appropriate area. Also give the first person you assign to each group a copy of the price list and play money (or a dollar amount written on a piece of paper) and tell him/her to keep this information within his/her group.
2. When everyone is in the room, explain that the object of the game is to build the best community possible, using the resources (money) you have.
3. Explain the rules:
 - a. To leave your assigned area you must have a police escort, no matter what! You must have a police escort when returning to your assigned area, as well. Only one person from each group may leave at one time (unless someone is in jail).
 - b. To build something you **MUST** first get a building permit from the Secretary of Permits.
 - c. After you have your permit you need to get an escort to the supplier to buy your building supplies.
 - d. Any infraction of the rules will result in you being put in jail and you are not of any help to your group in jail.
 - e. If you are denied a permit or supplies you may ask the Mayor to hear your appeal, but you may be rejected (the mayor only hears cases he/she feels are worthy).

The Trick:

The mayor, Secretary of Permits, Supplier and Officers should capitalize on every stereotype they have ever heard and use it against all of the groups except the white group. The whites should get special treatment in all areas (for example: no escorts, always approved for permits, don't require permits, cheaper prices, never go to jail, extra money, etc.). Make sure you have tables set up for the white group as well as chairs. Give them a gift at the beginning of the game when everyone can see you.

Example Stereotypes:

To the WOMEN --

- Where is your husband, did he say you could do this?
- How are your children?
- Only sell them housing, schools, churches, parks, hospitals, and malls.

To the BLACKS (AFRICAN-AMERICAN) --

- Ask about gangs
- Ignore them often
- Only sell them cheap apartment buildings, churches, hospitals, fast food restaurants, and clubs

To the GAY/LESBIAN/BISEXUAL --

- When escorting them and dealing with them wear rubbers gloves.
- Make reference to AIDS.

- Ignore them often.
- Only sell them hospitals, expensive apartment buildings, clubs, condos, and nice restaurants.

To the HANDICAPPED --

- Help them do everything, get them chairs
- NEVER ignore them, treat them as though they are helpless.
- Sell them everything but parks, clubs, malls, and schools

To the LATINOS –

- Always speak very loud to them and very slowly
- Keep telling them you don't understand and walk away.
- Sell them only cheap apartments and factories.

Money:

At the beginning of the game give each group a sum of money. Give amounts in descending order as listed: Whites, women, handicapped, Latino, blacks (African-American), and gay/lesbian/bisexual.

Wrap-up:

When the program is winding down make sure you discuss what happened. Get people to talk about how they felt, and what they think they can do to prevent this from really happening. If you used the color coded cards make sure to allow the attendees to try to guess what group they were a member of.

(Provided by HOBY Ohio South)

Archie Bunker's Price List

Nice Apartment \$400
Economy Apartment \$100
Condos \$500
Houses \$ 50
Schools \$200
Hospitals \$300
Clubs \$150
Churches \$250
Factories \$300
Offices \$500
Nice Restaurant \$100
Fast Food Restaurant \$ 75
Mall \$400
Community Center \$200
Parks \$100
Mansions \$600

Building Permit for Archie Bunker's Neighborhood

I, Archie Bunker, Mayor of Archie Bunker's Neighborhood authorize:

to build a: _____.

Mayor Archie Bunker,

