

Office of Student  
**LEADERSHIP**  
Development

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Ulrich Student Center

610-758-4165

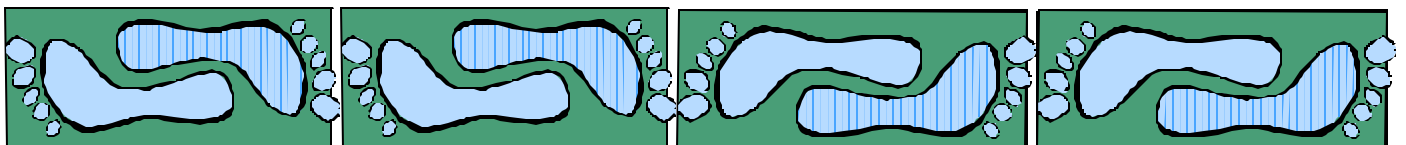
[insold@lehigh.edu](mailto:insold@lehigh.edu)

*Icebreakers, Teambuilders,  
and Tips to help you and your  
organization*

2<sup>nd</sup> Edition



**Take a step in the right direction...  
Leave your prints on Lehigh!**





Dear Student Club and Organization Leaders and Advisors,

The Office of Student Leadership Development is happy to present you with this packet of icebreakers, team builders, and helpful tips. Our office receives numerous requests for help in facilitating group-building activities. Sometimes the training needed is more intensive and requires an outside party to be most effective. We will continue to assist you with these types of activities. In addition, we believe it is important for you to have the resources to facilitate your own group building activities as well! Hopefully, this packet will provide you with that information!

The first section of the packet includes icebreakers that should be used for introductory purposes. These activities are categorized as name games, “get to know you” activities, or energizers (games that can be interspersed to bring enthusiasm and focus to content-dense trainings). All of these games are wonderful ways to get people mingling, self-disclosing, and enhancing their own comfort levels in new settings.

Teambuilders make up the next section of this packet. These activities differ from icebreakers in that they involve follow-up discussion that should teach leadership lessons or further illustrate important leadership practices. The teambuilders in this packet are categorized as high energy, low energy, or problem-solving activities. All of these experiential games are designed to help new and established teams build trust, gain confidence, enhance communication and decision-making skills, and illuminate a variety of different leadership styles and techniques.

Finally, the last section of this packet includes helpful tips on a variety of leadership and life skill topics. The information in these handouts is taken from some of the many leadership resource books available in our office. Please feel free to make copies of these sheets for your members and use them to your personal benefit.

The icebreakers, team builders, and leadership tips in this packet can also be found in our resource library and online. We appreciate your enthusiasm and the role you have taken to help direct your club or organization. We hope these resources will be helpful to you in this endeavor. If you need further assistance with teambuilding, and/or any other student leadership training, please do not hesitate to contact us! Good luck with the school year!

Sincerely,

Allison Williams  
Assistant Dean of Students

Office of Student Leadership Development  
Ulrich Student Center, Rm. 415D  
610-758-4165  
inosld@lehigh.edu



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# Teambuilding Guidelines

There are some important guidelines you should follow to ensure that your teambuilding experience is successful. These are as follows:

- ☀ When teambuilding, always follow the “Challenge by Choice” rule. Every individual has the choice to participate at whatever level she/he feels comfortable. However, you should encourage participants to step out of their “comfort zone” and challenge themselves!
- ☀ Set ground rules! These should be discussed and agreed upon by all participants. They will probably include things such as “Do not interrupt,” “Respect the values and beliefs of others,” “Listen when others are speaking,” etc.
- ☀ Handle any potential safety issues. When using activities that require additional equipment and/ or involve lifting people off of the ground, please make sure equipment is in good condition, equipment is handled properly, and individuals have the proper training and supervision necessary to perform the activity safely.
- ☀ To make activities more challenging (particularly if you have group members who have done an activity before), feel free to institute additional consequences or obstacles such as blindfolding, no talking, and mobility restrictions.
- ☀ Be aware of infractions of the rules. You can enforce them strictly or see if the group regulates itself. Details like these can lead to good discussions about ethics, values, and creativity.
- ☀ Provide only the basic instructions, and do not get caught up in providing too much information. Only answer questions and provide additional information when asked by the group.
- ☀ Use good judgment. It is important to provide the group with the proper balance of challenge and support so that they stretch themselves and learn, but also do not become overly frustrated and shut down. Also, when providing additional challenges for the group such as blindfolding one team member, etc., make sure that the individual is comfortable and willing to go this extra step. Nothing should be done at any time to intentionally place a person in a position they do not want to be in.

## Helpful Information for Effectively Processing Teambuilding Activities

After your group has completed a teambuilding activity, it is essential that you process what has just occurred. This will enable the group to further identify “lessons learned” from the activity, better understand group dynamics, and to assess its strengths, weaknesses, and areas for improvement related to working as a team. Though we included some processing questions specific to each exercise, below you will find other important tips for successfully facilitating these types of discussions:

- ☀ Begin the discussion with questions related to “What happened?” (from beginning to end, what occurred as you were working through the problem together?)
- ☀ You should then ask questions related to “Why?” (Why do you think these things happened, Why was your group successful/unsuccessful, Why did you all complete the activity the way you did, etc.)
- ☀ Now that you have discussed the process that occurred and its results, you should ask questions about individual’s feelings during the exercise (How did you feel throughout this activity, What felt difficult to you about this activity, How did you feel about the group’s behavior and performance, etc.)
- ☀ Finally, ask questions related to “What does this mean?” (How does this apply to your current situation or group, what are some ways you can apply lessons from this activity in the future, what will you do differently in the future as a result of this experience, etc.)
- ☀ Avoid yes/no and close-ended questions, and do not let one individual monopolize the discussion.
- ☀ Verbally acknowledge people’s feelings, expect a wide-range of reactions, and make sure that everyone realizes there is no right or wrong answer.
- ☀ Have everyone use “I” statements when they speak, reiterate ground rules as necessary, and be firm in ensuring that all group members’ opinions are respected.

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# Icebreakers



# ***Name Games***

## Geography Line-up

**Supplies Needed:** none

**Number of People:** 8-100

**Instructions:**

The group must line up in order by how far each person traveled to come to workshop, then go around and introduce name and where from.

## My Name Means . . .

**Supplies Needed:** none

**Number of People:** 5- 25

**Instructions:**

Have everyone go around and tell the meaning of their name and the story of why their parents picked to name them the name they did.

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## Name and Initial Activity

**Supplies Needed:** none

**Number of People:** 8-15

**Instructions:**

In circle, everyone must introduce him or herself and mime an activity that starts with their initial (ex: Pat mimes pitching a baseball). Everyone must introduce each person who has already gone before they tell the group their own name and mime.



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# ***Get to Know You***

**Color, Car, Character**

**Supplies Needed:** Paper and pens

**Number of People:** 10 - 25

**Instructions:**

Each person writes his or her name on a piece of paper. Under their name they write the color that they feel best fits their personality. Beneath their color, write the car that best fits their self-image. Finally, under the name of the car, they write the name of the fictional character with which they identify. Then go around so each member of the group can tell the rest of the group their name, color, car, and character and providing a rationale for each choice. You don't always have to use color, car, and character; you can make up different topics instead.

# COLOR JACUZZI

**Supplies Needed:** None

**Number of People:** 10- 20

**Instructions:**

The object of this small group exercise is to get the group to quickly meet the other members. The facilitator calls out a color of the rainbow -

**Red**  
(the stop/turn-off color) each member of the group quickly tells what is the one thing (that they can disclose in public) that is really a turn off to them.

**Orange**  
(the motivation color) what motivates them.

**Yellow**  
(the inspiration or creativity color) what was the best idea they've had.

**Green**  
(the money color) what they plan to do for money, or the dumbest thing they ever did for money.

**Blue**  
(the sky's the limit color) what is your favorite fantasy about your future.

**Indigo**  
(an odd or different color) what is the most daring thing they ever did.

**Violet/Purple**  
(the color of royalty) if you were ruler of the universe for a day - what is the first thing you would do?

# Comic Strip Chaos

**Supplies Needed:** Comic Strips

**Number of People:** 20- 50

**Instructions:**

Cut four-panel comic strips into individual panels and drop into paper bag. All participants get one panel and must locate other three with adjoining panels. Those four introduce in small group. (Can be used for dividing large group into fours).

## Find your twin

**Supplies Needed:** Paper and pens

**Number of People:** 10-100

**Instructions:**

Write a list of traits down one side of a page, and then make two columns on the top of the page called “mine” and “autograph of my twin”. The traits that can be listed could be eye color, favorite music, favorite movie, favorite sports team, high school colors, etc. Have each group member fill in their “mine” list and then mingle with the group to find their twin.

# M&Ms

**Supplies Needed:** A big bag of M&Ms (or an alternative like raisins or skittles)

**Number of People:** 5-25

**Instructions:**

Pass around a big bag of M&Ms and have each member take a big handful (provide nuts, raisins, skittles, or something else for people who don't like chocolate). After everyone has taken a big handful, go around the circle and everyone has to tell the group one thing about themselves for each M&M they have in their hand. A variation is to assign a different number of things someone has to say according to each color (i.e. red = 5 things about you, yellow = 4 things about you, etc.) Remember, don't tell the group what the M&Ms are for until after everyone has taken some.

## Pick a Side

**Supplies Needed:** Space big enough that your group can move to one side or the other

**Number of People:** 10-100

**Instructions:**

Students are asked to choose their preferences between the following dichotomies. They go to one side of the room or the other (designated by the facilitator) to show which one they prefer. No one can be in the middle. Discuss why people made the choices they made.

- 1 - Play before you work or finish your work so you can play
- 2 - Design a car or build one
- 3 - Jeans or Khakis
- 4 - Would you rather be a bat or a baseball
- 5 - Texas or Montana
- 6 - Plan your vacation or decide what to do when you get there
- 7 - Liberal or conservative
- 8 - Morning or night
- 9 - Would you rather go see a play or go to a football game
- 10 - Chocolate or strawberry
- 11 - Love or money
- 12 - New York or California
- 13 - Hangout with a few close friends or get together with a large group of people



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## Where were you?

**Supplies Needed:** Prepare envelope of different years and dates

**Number of People:** 5-25

**Instructions:**

Prior to a meeting, pick several different years and dates, write them on different pieces of paper and put them in an envelope. Have each member of the group pick a slip of paper out of the envelope and share with the group where and what they were doing in their life at that time.



# ***Energizers***

## **Eye Contact Samurai**

**Supplies Needed:** None

**Number of People:** 8-15

**Instructions:**

Group in circle, one person in middle who calls "heads down". Everyone bows heads. When middle person says, "heads up", everyone looks up and at anyone else in circle. If any pair makes direct eye contact, they must swap places, with middle person trying to get into one of the places. Leftover person becomes new middle person.

Variation: Everyone stands in a circle with their eyes closed. Facilitator (who is not in the circle) says "eyes open". Everyone must look at someone else in the circle when they open their eyes. If two people are looking at each other, they yell as loudly as they can and are eliminated from the circle.

## Highya! Dighya! Lumberjack

**Supplies Needed:** None

**Number of People:**

Have everyone stand in a circle. Someone starts by putting their arms straight out in front of them with their palms touching each other. Then they throw their arms above their head and yell out “waaaaaaaaaaaaaaaaaaaaaaaaah” (loud with a lot of emphasis!) The two people standing on each side of that person, use their hands to mimic “chopping down” the person whose hands are in the air in a similar fashion to the way someone would mime chopping down a tree. When they do the chopping motion they scream out “HIGHYA!”. After that person has been “chopped” they ‘throw’ the energy to a nother person in circle as they scream out “DIGHYA!”. The person ‘catches’ the energy by putting their hands over their head and scream out “waaaaaaaaaaaaaaaaaaaaaaaaah” and beginning the process again. The object is to get faster and faster. If people forget that they have to chop, or don’t scream loud enough, then they are out.

# Hot and Cold

**Supplies Needed:** none

**Number of People:** 10-30

**Instructions:**

Two volunteers leave the room. While they are gone, the group chooses an activity that they want the other two to do when they come back (i.e. stand on the table, do a summersault). When the two people return, it is the group's job to encourage them to do the task. The only encouragement they can provide, however, is applause when they're 'hot' and booing when they're 'cold'.

# Huggy Bear

**Supplies Needed:** none

**Number of People:** 50- 200

**Instructions:**

Facilitator calls out a number, usually 1-25. Groups with that number of people in them need to form as quickly as possible. Groups with too many people get disqualified and people who cannot find a group get disqualified. The idea is to call out numbers so quickly that people are continually running around trying to find a group!

# Jump Up and Run

**Supplies Needed:** none

**Number of People:** 10- 30

**Instructions:**

Again, this starts with everyone seated in a circle and one person in the middle. The person in the middle hollers out a description-"everyone with glasses" or "everyone who forgot their underwear this morning." Everyone who fits that description has to jump up, run around, and leap into a chair vacated by someone else. The lone person who didn't find an empty chair goes to the middle and thinks of a new description.



## Pulse Race

**Supplies Needed:** A beach ball or basketball

**Number of People:** 15 - 30

**Instructions:**

Everyone should stand in two lines, holding hands. Everyone has eyes closed except leader of each line. A beach ball or other object is placed at opposite end of lines from leaders. Facilitator stands by leaders and flips a coin. If tails, do nothing. If heads, leaders start pulse race by squeezing hand of person next to them, which sets off chain reaction. When last person in line feels hand squeezed, he/she may open eyes and grab for beach ball. Whichever team gets ball first each round gets a point. After each round, leader goes to end of line.

## Sounds in the Night

**Supplies Needed:** Beach ball or basketball

**Number of People:** 10-30

**Instructions:**

Everyone sits in a circle with their eyes closed. The room is darkened. Each player selects an animal sound to mimic as his or her own personal signal. If group members run out of animals from which to choose, divide players into separate groups. The first player has the ball and makes their animal sound and then the sound of the animal to whom they want to roll the ball. The animal that is "called" replies so that the first player knows where to direct the ball. The first player then rolls the ball to the animal. If the intended player receives the ball, they respond loudly. All the other animals rejoice in unison by making their sounds as well. However, if the intended player misses, the ball goes back to the first player who tries another animal.

## What are you doing?

**Supplies Needed:** none

**Number of People:** 10-15

**Instructions:**

Group in circle. First person starts by miming action (ex: brushing teeth). Person to left asks, "what are you doing?" and first person answers with another action/activity (ex: climbing a ladder). Person to left must then act out climbing ladder, while person to their left asks, "what are you doing?". No one stops miming activity until everyone in circle is doing some activity/action.





# Teambuilders



***Low Energy***





# Birthday Line

**Supplies Needed:** Space to have group line up

**Number of People:** 10-100

**Instructions:**

Explain to the group that this is a nonverbal exercise. The group is to get into a single straight line according to birthdays. No lip reading or writing in the dirt is allowed. When the group thinks they have successfully completed the task, everyone will go down the line and say when their birthday is, beginning in January.

**Debriefing Questions:**

What was frustrating about this task?

# Blind Polygon

**Supplies Needed:** At least 50 ft. piece of rope

**Number of People:** 8-12

**Instructions:**

Each member of the group is blindfolded. The facilitator “scatters” each member so that the group is not in any recognizable shape (i.e. a circle). The facilitator then takes a rope and runs it through the group so that each person is holding a piece of it. When that is done, the facilitator tells the group to get into a square. When they believe that they are standing in a square, they may remove their blindfolds and process the activity. This same procedure may be used to form any geometric shape or letter shape (i.e. an ‘S’ or a ‘C’ the facilitator thinks the group can achieve).

**Debriefing Questions:**

- 1) Who were the main leaders of the group? How did they become the leaders?
- 2) Was it easier when only one person was allowed to speak and instruct or better when there was group collaboration?

## Counting

**Supplies Needed:** None

**Number of People:** 8-15

**Instructions:**

All members of a group stand in a circle shoulder to shoulder. The group must count to ten. The catch is there can be no pattern to who says the next number (i.e. they cannot simply go around the circle having each person say the next number). If two people speak at the same time, the group must start over. The same person may not start the exercise twice in row. As the group gets better, the number they count to can be higher (20 or 25) or the group can close their eyes. Ideally, this exercise will help the group to feel a rhythm.

### **Debriefing Questions:**

Did you begin to feel a rhythm?

How did you know when it was ok to speak?

How did you feel when two people started to speak at once?

## **Lego Activity**

**Supplies Needed:** 2 Full sets of Legos

**Number of People:** 8-14

### **Instructions:**

Prior to the activity, an object is built out of legos by the facilitator and placed away from sight (preferably in another room). Only the facilitator has seen the object prior to the beginning of the activity.

The facilitator asks each small group to name a manager who comes forward for the instruction sheets. The facilitator tells the manager what areas/room the object is in for the lookers. The manager takes his/her team to a private area where they can work without the other groups interfering. The group looks over the instructions, decides roles and begins. Start the time. The group is given 15 minutes-when time has run out, stop the activity.

Lookers      may look at the model of the device already built, but they may not talk directly to the builders.

## Lego Activity (cont.)

**Managers** are an extremely important and integral part of the team. They are responsible for organizing the team, assigning responsibilities and calling team meetings. After the team begins to build the device, the managers may call a team meeting at any time; but everyone on the team must attend the meetings. Outside of the team meetings, managers can only talk to the feedbackers who may use only their two messages.

**A few more limitations!**

Builders may ask questions of the runners, runners may ask questions of the builders. Lookers and runners may not use diagrams, sketches, or drawings. All communication must be verbal.

No one can change jobs.

**Debriefing Questions:**

How did each person feel in their role?  
Were they utilized?  
Was communication effective?

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## **Magic Carpet**

**Supplies Needed:** Old sheet

**Number of People:** 8-12

**Instructions:**

Have an old sheet or blanket on the ground. Tell the group that it is a magic carpet that is flying high in the sky. All members of the group have to squeeze onto the sheet so that everyone is standing on it. You realize that the carpet is upside down, thus they have to flip the “carpet” over without anyone stepping off the “carpet” because they will fall back down to earth. If anyone in the group steps off, the group must start over again.

**Debriefing Questions:**

- Was just one person in charge?
- How did you come up with a plan?
- Did anyone feel like they did not have a chance to contribute?

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## Magic Rising Pole

**Supplies Needed:** Pole or broomstick

**Number of People:** 10-20

**Instructions:**



Have the members of the group get in two equal (or close to equal) lines facing each other. The people in each line should be standing shoulder to shoulder. Each person should make a 90 degree angle with their elbow so that their arms are in front of them (their elbows should be touching their sides). People's hand should be alternating with the person across from them (i.e. each person should have someone else's hand between their two hands). When everyone's arms are in front of them they should put two fingers out on each hand. The facilitator then lays pole (broomstick would work) across the fingers of all the members. The object is then for everyone to keep their fingers touching the pole, but to have the pole move to the floor.

**Debriefing Questions:**

How did you feel as the team worked to make the pole go down?  
What eventually worked?

# Mr. Potato Head

By Tom Segar

**Supplies Needed:** Mr. Potato Head Kit

**Number of People:** 8-15

## **Instructions:**

Keep the potato head out of sight. First, find a volunteer and then have them leave the room. Have participants form a seated circle or horseshoe-shape. Place two chairs in the middle/front for the volunteer to sit on when you bring them back to the room and for the potato head. Tell participants that they must instruct the volunteer how to assemble something - that something is the potato head - bring it out now. Assemble the potato head the way you want it to be assembled, let everyone see it, then take it a part and put it on the other chair. If you have two potato heads, use one as the model and the other to be constructed. Tell participants that the volunteer will be unable to see and that they must instruct the volunteer on what to do. Also tell them that they will only be able to speak one word at a time and can use no verbal communications among each other during the activity. Participants can get up once the activity begins if they need to see what the volunteer is doing. Ok, go out and speak to the participant. Give them the blindfold, let them put it on, and then explain that they are going to be assembling something based on instructions from their peers in the room. Let the volunteer know that they can ask questions of the group whenever they need to. Do not tell the volunteer anything about the rules you have shared with the group. Carefully bring the volunteer into the room, sit the volunteer down and then tell the group to begin.

## **Debriefing Questions:**

To Volunteer: What was helpful in completing the task?  
What did you need that you did not receive from the group?

To Group: What was helpful in helping the volunteer complete the task?  
What was frustrating or something you did not receive from the group?  
Help people to see how different people  
view this task differently and how sometimes it's easy for people believe  
their way is the most effective way.

***High Energy***



# Acid River

**Supplies Needed:** Tape or rope to mark off river, squares of carpet or bandanas that people can step on

**Number of People:** 8-12

**Instructions:**

Whole group must get from one end of "river" to other (mark off with lines, tape, or rope). Group gets half+1 as many "islands" (stepping stones) as people in group (i.e., group of 12 or 13 gets 7 stones, 14 gets 8, etc.). Whole group must be off one shore and on to stones before anyone moves on to other shore. Also, a person must be touching each island that is in the river or else the island will wash away in the river. Facilitator can make penalties for anyone who dips in river (go back to beginning, whole group starts over, person is muted, etc.).

### Debriefing Questions:

What worked for the group?

How did it feel to have someone lose the privilege to speak or have someone in the group not speak?

How did you figure out what worked?

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## Assoxination!

**Supplies Needed:** A pair of socks for each person (they may provide their own)

**Number of People:** 8-50

### Instructions:

This is a large form of ongoing tag. Every person involved will put their name in a hat. Then each person will draw a name out of the hat and the person's name who they draw is the person they are trying to get out. The rules are as follows:

- Choose places that are considered "safe zones" (i.e. academic buildings, the library, a job site, any dining facilities on campus, ect.)
- Choose a day and time that the game will begin
- You must actually touch/hit the person with your socks in order for them to be out
- You can defend yourself in two ways: One is dodge the socks. The second is to actually catch their socks in mid-air. If this happens, then you are not out and the person who is after you will have to try again.
- You may only attempt to hit someone once at a time (i.e. if you throw and miss or throw and they catch it, you have to wait until the next time you see them to try again (at least one hour). You cannot, run grab it, and throw again right away).
- Once you are out, you may not help other still in the game to win
- You may not at any time tell someone who you have or tell someone who has them
- If you are hit, you must give the name of your target to the person who

## Back Shapes

**Supplies Needed:** 3 drawings done by facilitator  
3 pieces of paper for each team  
1 marker

**Number of People:** Any size group broken into teams. Break teams down evenly  
5-7 member teams work the best.

**Instructions:**

The facilitator for the activity prepares 3 drawings ahead of time. The first drawing is a basic geometric shape (diamond, rectangle, triangle etc). The second drawing is a bit more advanced but still simple in nature. This second drawing should be something that all members in the group are familiar with like and acronym or abbreviation (ORL=office of residence life with the letters connecting to each other, OSLD=office of student leadership development diagonally down the paper and touching). The third drawing is an elaborate and complex (a house with trees, driveway, chimney, dog in the yard etc).

- The group is divided into teams and they sit on the floor in a line so everyone is facing the back of someone's head on their team. The person not facing the back of a head gets the blank paper and marker.
- The team is told that the last person is going to see a picture and draw it on the back of the person in front of them. The person that is drawing can ONLY draw. They are allowed to erase but not speak. The person that is being drawn on can not ask any questions (not even to acknowledge that they understand or that they need it repeated) but is to then recreate the same drawing from their back to the back that is in front of them, and so on

### Debriefing Questions:

1. **Why was the first drawing so easy to recreate?**
2. **What made the second drawing harder but yet not as difficult as the last?**  
-familiarity, everyone shares a common knowledge connection to that item in the 2<sup>nd</sup> drawing
3. **What was the last so difficult?**
4. **What made the process difficult in general?**
5. **How could it be easier?**
6. **What skill does this activity illustrate that relates to our group?**  
-communication, patience, that we can communicate about things in common with each other very simply, but others may not understand the bigger picture.

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## Build a bridge

**Supplies Needed:** 1 or 2 full newspapers per group, a roll of masking tape per group, one large empty tomato can, water, or a stop watch

**Number of People:** A least 10, need to make groups of 4 or 5 people

### Instructions:

Groups of 4 or 5 are given stacks of newspaper and a few rolls of masking tape with which to build a bridge. They are given 20 minutes. The bridges are judged on their ability to support a large tomato can. The can is placed atop the bridge empty, and water is poured into it slowly. The bridge that can support the most water wins. (This, of course requires measuring cups or another way to gauge the amount of water). Another option is to use the same amount of water, and determine which bridge can hold the same amount for the longest time (requiring only a stop watch).



### Debriefing Questions:

What strategy or technique did you use to build the bridge?  
Did you at any point become frustrated with other team members? Why?  
What did the team do well?  
What could have been improved upon?

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## Carpet Squares

**Supplies Needed:** 1 more carpet square (or baseball bases) than the number of people participating

**Number of People:** 8-15 people

### Instructions:

1. Place carpet squares on the floor about a stride's length apart. There should be 1 more carpet square than people.
2. Have the group divide into half and then step onto the carpet squares, leaving the center square open. The 2 groups should face one another when on the carpet squares.

**Debriefing Questions:**

- What was difficult about this exercise?
- Was it hard if someone lost their ability to speak?
- Do you felt you were heard during this exercise?
- How did you figure out what finally worked?
- Were all members of the group included?

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**French Charades!**

**Supplies Needed:** 3 small pieces of paper  
1 pencil for each team

**Number of People:** 8-18 participants

**Instructions:**

- Divide the Group into even numbered teams. (I would not have a team smaller than 4 people or larger than 6 people for time reasons...2 teams of 4, 3 teams of 6 etc).
- Have each team come up with 3 PHRASES that are about 5-10 words in length and write them down on their pieces of paper. These can be song titles, movie titles, random phrases, phrases familiar to the group, inside jokes, etc
  - Example Phrases: Speed hump not Speed bump, The Muppets take Manhattan, We are the Champions, I scream You scream we all scream for ice cream, Gryphons are Keeper of the Gold etc.
- The phrases are then mixed up by team. One person from team #1 picks a phrase from the pile of team #2 and reads the phrase to themselves. The team that wrote the phrase is allowed to see what phrase the person from the opposing team has picked but they are not allowed to say anything.
- The rules of French Charades are now explained..
- The team the chose the phrase first must sit in a line on the floor all facing in the same direction one behind the other so each person is look at the back of someone's head. The person the chose the phrase stands at the end of the line (no one can see the actors actions except for the facilitator and the apposing team) facing the backs of the entire line.
- The actor (person that chose the phrase) is then told that they will have to act out the entire phrase for the team member directly in front of them and only that team member.
- They have 3 minutes to act out the phrase WITHOUT TALKING and the only communication they can use is their acting ability and charade language (movie, book, 5 words, 1st word, 2<sup>nd</sup> syllable etc) if charade language even applies to their phrase.
- The last person in line (the one closest to the actor) turns around and watches the actions guessing out loud what the actions are/phrase is. As soon as the actor's 3 mins are up the person watching becomes the actor and taps the person behind them. They then turn around and this pattern continues until the last person is watching. As the actors are done they can sit and watch the rest of their team but are unable to vocalize or help in anyway (they are still unaware what the phrase is...it is kept a secret!)

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## French Charades! (cont.)

- Once the first person in line is done watching the last actor for 3 mins they then have 3 minutes to consult with everyone on their team (ACCEPT the first actor that read the phrase) and come up with the group phrase that they were acting out.
- The last person in line then states the phrase the team developed out loud. The

### **Debriefing Questions:**

**1. What made this task difficult?**

-not being able to see acting before you, not know the rules before writing the phrases, not being able to talk, not knowing the phrase you were acting out, not being able to help others after you acted...

**2. What would have made the task easier?**

-being able to strategize the task/roles/signals before, knowing that you would have to act out the phrases you were writing down, everyone being able to watch one person and guess together...

**3. Did anyone get frustrated with the actor they were watching or did any actors get frustrated with the person guessing (typically the person that knew the phrase), why?**

-they weren't saying what I was doing, it was the only thing that made sense to me to do, they were acting too fast or the same thing over and over and I couldn't get it but they didn't move on etc.

**4. How does this activity relate to communication in general?**

**5. How does this activity relate to our communication as a group?**

**6. What have we learned to avoid that can negatively impact our group communication from this?**

**7. What have we learned from this activity that we can use to benefit our group communication positively?**

**8. How does this activity relate to the jobs we do, roles we serve in (Gryphon, Orientation Leader, Peer Tutor, Graduate Assistant, Professional Staff etc)?**

**9. Was the activity fun and useful, would you recommend it again?**

# Jump Rope

**Supplies Needed:** A long rope

**Number of People:** 8 -15

**Instructions:**

Using a standard climbing rope (20 feet min.), can have either whole group of participants jump together (lined up along rope) or go through one at a time, without skipping beat.

**Debriefing Questions:**

For the people swinging the rope, was it hard to find a rhythm together? How did you communicate to one another when to start swinging the rope?

For people jumping, was it hard to stay in synch with everyone else? Was it easier to jump through one at a time?

How can you answers be applied to the tasks your organizations completes?

## Toxic Waste

**Supplies Needed:** Approximately 75ft of light rope / cord, old bicycle tube, two large cans (approx. 1.5l), and toxic waste (water).

**Number of People:** 7-9 is ideal, can be 5-12



**Instructions:**

- Create two circles about 8 ft in diameter and about 30 ft apart, outside if possible
- Place a large can with toxic waste (water or balls) in the center of one circle and an empty can in the center of the other circle.
- Explain that people must always maintain a distance of 4 ft from the toxic waste, otherwise they will lose a limb or even die. The circle represents the danger zone, but 4ft distance must be maintained wherever the waste goes.
- If the waste is tipped into the other can, it will be neutralized.
- The waste will blow up and destroy the world after 20 minutes if it is not neutralized.
- Equipment consists of many lengths of light rope / cord and an old bicycle tube. That's it.
- Give the group some planning time e.g. 5 mins, then action time, e.g., 15-20 mins.
- If they spill the waste entirely, refill it for them, but don't encourage it. If someone breaches the 4ft zone (often there are creeping hands), give a warning, then start enforcing loss of limbs (hand behind back) or function (e.g., blindness if a head enters the zone) that lasts for the rest of the game. If a whole person enters the zone, they have to sit out for the rest of the exercise.
- It is not an easy exercise and may need some coaching along the way. The solution usually involves doubling the tube over several times, attaching about 8 cords around - everyone pulls on a cord to stretch out a rubber ring which is placed over the waste. With good coordination and care, the can can then be lifted, moved and tipped.

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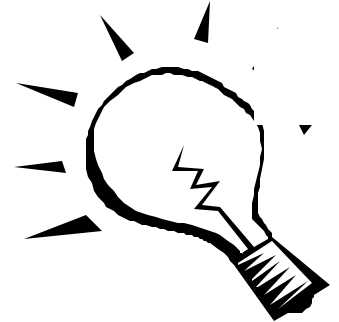
# "10 Tips"





# 10 Tips for...

## Better Time Management

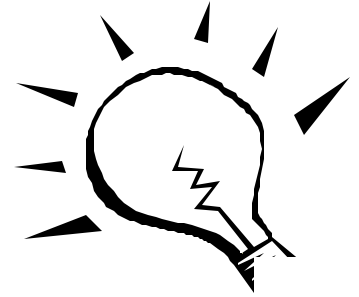


- 1) Make a list of everything you do in a day, from brushing your teeth to chatting online. At the end of the day assess all that you have accomplished and where time that could be better spent.
- 2) Not everything has to be perfect. Realize that not every task demands your utmost concern and care.
- 3) Take a deep breath and recognize that you too need breaks. Remember that even the President has time to vacation.
- 4) Clean up your home or office that may be cluttered or unorganized. Once these spaces are clean, you will notice how much time it will save you not having to search for something.
- 5) Make a list or schedule of all the things that must be done for that day or week. This will give you a sense of how much time you can spend on certain projects and it will feel good to look back at the end to see what you have completed.
- 6) Figure out what time of day you are most productive. Complete tasks during this time which need the most attention and require the most brain activity.
- 7) Don't procrastinate. Be productive and realize that you are only putting off the pain of having to do the job in the near future. A time will come when the job needs to be done, and it will be nice to know you already completed it.
- 8) Avoid interruptions. They cause you to get off task and then it takes more time to get back in the mind set that you were previously working in.
- 9) Don't exhaust your time. Work as long as you are productive, because when you run out of energy you are only prolonging jobs that could be done in half the time the next day or in a

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# 10 Tips for...

## Building Self-Esteem



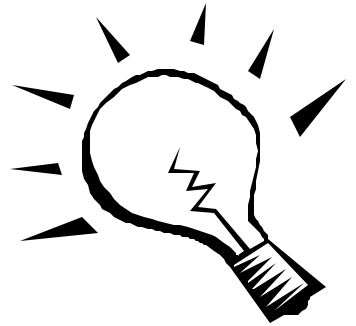
- 1) People spend more time looking in the mirror than they realize or are willing to admit. Spend less time looking in the mirror and when you do, use only constructive criticism or positive thoughts. This tiny bit of negativity lies heavier on you than you realize.
- 2) Smile more often. Not only will you feel better but the people around you will notice and give you a more positive response.
- 3) Live your dreams. Start taking actions towards achieving your dreams, goals, and aspirations. No one can decide for you what you should dream.
- 4) Surround yourself with positive, supportive people. That may mean having to meet new people, which is a risk, but one with many rewards- new friends and a new optimism to live.
- 5) Try new things- take risks. Stepping out of your comfort zone will broaden your comfort zone and maybe introduce you to a new hobby or group of people. You will be able to look back at what you tried and be proud.
- 6) Do not let other people dictate who you are, they have no more authority or experience in your body than you do. Uniqueness is wonderful!
- 7) Humor is essential to everyday life. We all make mistakes and need time to take a deep breath from the world we live in. Humor is a wonderful way to relieve stress and get you smiling.
- 8) Stop comparing. There is no sense in comparing yourself with others when your experiences, opportunities and lives are completely different from one another.
- 9) Assess your daily actions before falling asleep. Be sure to concentrate on the positive things and commend yourself for your accomplishments, risks you have taken, and staying true to yourself
- 10)

Help other people. By doing so you will realize how good it makes you feel!

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# 10 Tips for...

## Building Team Unity

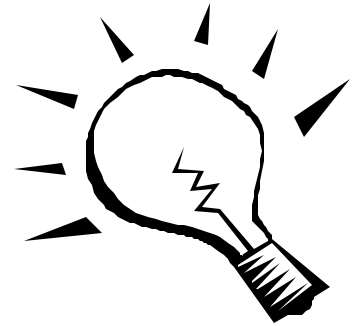


- 1) Have each person either verbalize or write down their expectations of the team and of themselves, so that they are clear to everyone.
- 2) Find ways for the team to get to know each other through informal situations. Some ideas include playing an icebreaker or teambuilding game, having refreshments one day, going bowling one night or watching a movie together.
- 3) Continually have the team form new groups for activities so that there is less chance of cliques forming. Cliques can alienate other members of the group and severely hinder team dynamics.
- 4) Develop trust and respect within the group. Find different ways to have the team build trust or to acknowledge their trust for one another.
- 5) Create a roster with every member's phone number and address and hand it out to each team member so they can communicate with each other outside of team meetings. Include fun things on the roster such as birthdays, email addresses, and/or screen names.
- 6) Allow members of the team to make decisions. Let them have a say in what the team does. Don't just allow them to sit back and have things happen to them- they must MAKE things happen for them.
- 7) Keep team morale high. Allow time every so often for the entire team to assess the team's actions. Allow members to voice their opinions about what they think works and doesn't work- give them a voice.
- 8) Have the team get the surrounding community excited about what the team is doing. This is a great way to get the team working together and to get the community involved and excited.
- 9) Don't dwell on failures- keep things positive. Keep negativity to a minimum and always compliment negative feedback with positive solutions.
- 10) Celebrate individual and group accomplishments.

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# 10 Tips for...

## Event Planning



- 1) Gather input from individuals who will participate in the program about their interests, needs, ideas, etc. From the information gathered, decide what the focus of the event will be.
- 2) Determine who else will be involved in the planning and implementation of the event.
- 3) Set realistic goals for what the event should accomplish.
- 4) Select a date/time for the event that will attract your audience and does not conflict with competing events. Possibly pick more than one date just in case there is a conflict.
- 5) Create a timeline for what should be accomplished by when. It is helpful to work backwards from the date of the event and to overestimate how long certain “To-Do” items will take.
- 6) Determine the budget for the event and make arrangements concerning payments, etc. In determining budget you should try to estimate attendance (lowest to highest), determine food, entertainment, personnel and equipment costs.
- 7) Select and reserve an appropriate event location. If necessary, make sure you have enough seating and tables.
- 8) Design effective publicity- is it eye-catching, do I have enough copies for distribution, is the information clear, am I giving enough notice time?
- 9) Make a supply list. Purchase or gather all necessary materials. Check to make sure all equipment is working. Order or reserve any additional equipment that is needed.
- 10) Send people who were involved in the planning and implementation thank you notes.

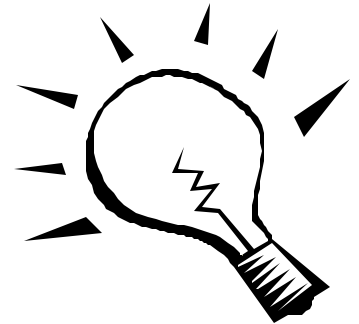
**See appendix for an event planning worksheet**

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# 10 Tips for...

## Goal Setting



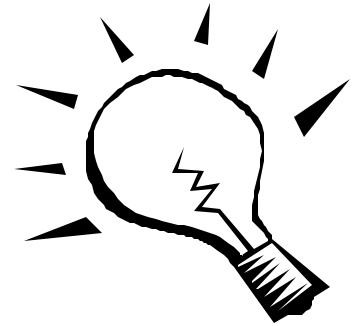
- 1) “The majority of the goals you set should be very realistic or you risk becoming frustrated if you do not accomplish any of them. However, there is nothing wrong with attempting
- 2) Establish a target date for goal completion. This is essential for identifying when a goal is to be accomplished. Without a target date, there is no goal.
- 3) Visualize your desired outcome. A mental picture of a tangible result often provides an added incentive. Imagine receiving a 4.0 on your grade report! Visualization can clarify what is you are really striving for.
- 4) Remember to keep it short and simple. The shorter and simpler a goal is stated, the better you will understand it. A wordy statement probably contains information that dilutes or confuses the goal you are trying to achieve.
- 5) Identify results in words that are specific and measurable. Use verbs that emphasize accomplishment: to complete, to increase, to reduce. Most of the time there should be a single measurable result.
- 6) Seek encouragement from supportive family and friends. Avoid the discussion of your goals with those who are constantly negative about your success.
- 7) Create action steps for your goals. Action steps are small “to do” steps that help you accomplish your goals. These steps can be delegated out to others or can be steps that you can complete in a relatively short period of time.
- 8) Keep goals specific. If a problem is too broad, it often cannot be attacked effectively. Reduce the scope of the projected goal by asking a series of progressively narrowing questions.
- 9) Don’t let the fear of failure stop you from achieving you goals. “The only *true* failure is failure to make the attempt. If you don't try, you gain nothing, and life is too short a thing to waste” ([www.mygoals.com/helpGoalsettingTips.html](http://www.mygoals.com/helpGoalsettingTips.html)).
- 10) Let your goal inspire you. Your goal should have special meaning to you and should be something that arises out of your values and interests.

**See appendix for a goal setting worksheet**

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# 10 Tips for...

## Effective Communication

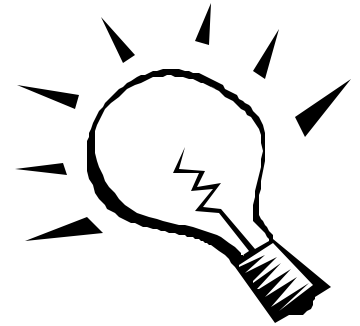


- 1) Be aware of nonverbal communication, such as crossed arms, hands in pockets, wandering eyes. You may be coming across completely different than you wish to because of your body language.
- 2) Express thoughts in an orderly and coherent manner so that it is easy for others to follow and understand.
- 3) Refrain from using jargon such as abbreviations and uncommon terminology. Be sure to select the right words to communicate your message.
- 4) Remember that communication is a two-way street. Listening is a must, so that details are not missed and people are not ignored.
- 5) Be courteous. When critiquing, critique the idea not the person.
- 6) Face-to-face communication is much more effective and personal than a phone call, letter or email. Try to speak face-to-face as often as possible.
- 7) Communicate to your audience with their goals, interests, experiences and background in mind. This will help them to stay focused and interested in what you have to say.
- 8) Learn from those around you. By paying attention to others volume, tone and formality in conversation, you can gain insight about speaking appropriately in that setting.
- 9) Take responsibility for your feelings and actions. Use 'I' rather than 'You' and never blame the other person.
- 10) Be confident in what you have to say. People will take you more seriously if you believe in what you are saying.

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# 10 Tips for...

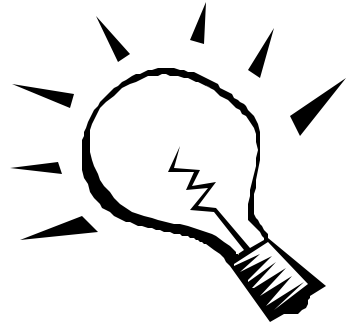
## Motivating Others



- 1) Set the example. You must be the role model that you want others to grow into. Do what you say you will do.
- 2) Reward good behavior. A simple “thank you” note, letter, or certificate can be a powerful motivator. The reward should be specific and prompt. Cite the specific action that made you believe it was a good job.
- 3) Give people responsibilities that measure up to their capabilities, and give them the authority to go along with it.
- 4) Always keep your membership informed about what is going on in your organization. Members who receive timely, honest and open communication are more likely to feel motivated, and to be active members and spokespersons for your organization.
- 5) Let your members be a part of the planning and problem solving process. Doing so gives them a personal interest in seeing a plan succeed. They are no longer just the doers for the organization, but are actually a part of its mission.
- 6) Set specific, measurable, attainable, relevant, and trackable (SMART) goals for your organization. Let your members play a crucial role in defining these goals. It promotes commitment within the organization.
- 7) Ask for feedback, suggestions, and ideas. Engaging in their hearts and their minds will encourage them to connect with the organization.
- 8) Take the time to get to know your members. Try to learn what individually motivates each member for your team. There is no replacement for this kind of interest and nothing more motivating to your membership.
- 9) Develop excitement and team spirit within your organization. Everything you do will have some impact on the climate of your organization. Be aware how your actions and decisions affect it. Creating fun climates can make it fun to come to meetings and put in extra hours for a clean-up.
- 10) Remember: “Motivation is everything. You can do the work of two people, but you can’t be two people. Instead, you have to inspire the next guy down the line and get him to inspire his people”  
-Lee Iacocca

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# 10 Tips for...



## Public Speaking

Tips from The Complete Guide to Public Speaking  
By Jeff Davidson

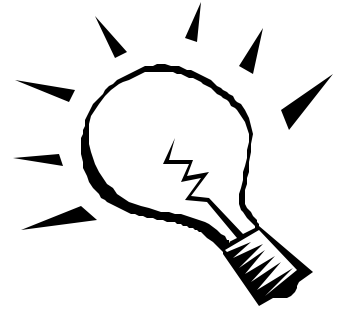
- 1) Develop a dynamic speaking topic. You can turn almost any subject into an intriguing speech- it's all about your attitude and keeping things exciting.
- 2) Identify your audience. Keep the terminology and diction at an appropriate level, because people will not understand your message if your vocabulary is over their heads.
- 3) Research the topic thoroughly. You will be much more confident to speak on the topic if you feel like an expert. You will also be better prepared to answer questions.
- 4) Be sure to include humor or things that will get the audience smiling. People will be more likely to listen if they are enjoying themselves. Read your audience's humor level- some may be cold and in that case there is no room for humor.
- 5) Videotape your speech or presentation before the actual event. You can use this to assess your effectiveness and also to have others comment on your strengths and weaknesses.
- 6) Tape key words on the podium and floor where only your eyes can see them. This is a great way to calm yourself down and keep you on topic.
- 7) Enunciate. Make sure pauses are appropriately placed and that word endings are crisp. It is much easier for people to listen and follow your speech when it is clear and they are not straining to determine what you are saying.
- 8) Visuals are wonderful. They aid in making you seem more professional and organized. Just be careful not to over do it.
- 9) Own the space in which you speak. Keep your head held high, maintain good posture and eye contact, and be confident in yourself.
- 10) Mix the volume and tone of your voice just as you naturally would during a conversation.

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# 10 Tips for...



## Resolving Conflict

### Tips from Communicate with Confidence

By Diana Booher

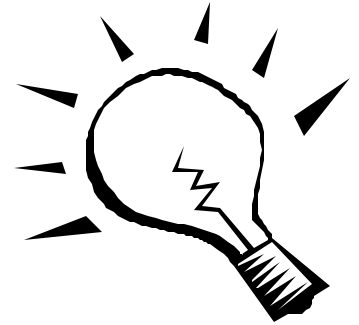
- 1) Determine the nature of the conflict. Is it a conflict over personalities, goals, circumstance, facts, or values?
- 2) Confront privately on private issues. Discussing someone's shortcomings has no place in a staff meeting, in the hallway, in front of a colleague or even a stranger. Making it into a public spectacle can only turn it into a battle of pride and put-downs.
- 3) Deal with conflict promptly because angry words or bad situations tend to grow hotter when they're allowed to smolder.
- 4) Describe; don't label. People cannot respond to labeling such as, "You are lazy and inconsiderate of your co-workers." People can respond to the descriptive such as, "You have taken off three Mondays in a row during a crucial project." Specific information can be verified and labels cannot.
- 5) Don't use phrases like "You'll have to ...," "You must...," "You should...," "You ought to...". People don't like to be told they must do anything.
- 6) Put the issue of "winning" or "losing" aside. The only competition should be within yourself-to control your words and actions in such a way that you get what you need. The other person does not have to lose for you to win.
- 7) Discard the old chant, "Sticks and stones may break my bones...." Words do damage relationships forever. "I lost control" is no excuse. The tongue as a weapon can destroy a reputation, a career, or a person. It is necessary to be mindful of this especially during a conflict.
- 8) Use the three Ds to structure your resolution. Describe. Discuss. Decide. Describe what's happening. Discuss the feelings or other ramifications of what's happening. Decide what to do.
- 9) Don't dismiss people. The atmosphere of conflict will pervade when it is clear that talk will no longer help or that the details "no longer matter." Such a "dismissal" can be conveyed through words, gestures, or body language. We all know it when we see it.
- 10) Realize that two sides can be right. People have different backgrounds, values, and experiences they bring to a situation. These things should be taken in to consideration. All differences cannot be reconciled. Two sides can be right- a difficult fact but necessary to one's sanity.

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# 10 Tips for...

## Running an Effective Meeting



- 1) Start on time. End on time. Remember that members have other commitments, and they are more likely to attend the meeting if it is productive and as short as possible.
- 2) Make sure the meeting has a purpose. Sometimes a couple of phone calls, emails, or one-on-one meetings can take care of a situation rather than calling a wasted meeting.
- 3) Stick to the agenda. It is very difficult to attend a meeting that is unstructured because it is tough to understand group achievements and individual expectations.
- 4) Make known the group's accomplishments and recognize any individual accomplishments. Thank everyone for their contributions.
- 5) Have someone keep very clear and uniform minutes. This way people are held accountable and there is documentation for all of the group's actions.
- 6) Set a positive tone. There are many ways to phrase a statement or question. Make sure these are in the form of constructive criticism, encouragement, etc.
- 7) Do something different every meeting to keep things exciting. Play a teambuilder, use music at the beginning of the meeting, take time to have everyone share an interesting part about their week, change the meeting location, etc.
- 8) Do not allow meetings to get boring. There is a way to spice up every topic. Provide short breaks when necessary.
- 9) Make sure everyone is clear about future expectations and what to do if they have difficulty in performing them.
- 10) Let everyone's opinions be heard and acknowledged.

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# Appendix



## Event Planning Form

Event:

Date, Time, Location:

Facility Setup (tables, chairs, equipment, etc):

Publicity (invitations, flyers, think about who, when, where, etc):

Goals for Event:

Attendance For Event (Who, how many, etc.)

Budget For Event (How much and for what):

Supplies Needed:

Correspondence necessary (think about any necessary approvals, waivers, contracts that must be signed, as well as security, presenters, speakers, catering, event staff, servers, etc):

## ***GOAL SETTING***

What is your goal?

Action Steps:

- 1)
- 2)
- 3)
- 4)

Resources to help me accomplish this goal:

Estimated Completion Date: \_\_\_\_\_

---

What is your goal?

Action Steps:

- 1)
- 2)
- 3)
- 4)

Resources to help me accomplish this goal:

Estimated Completion Date: \_\_\_\_\_

# NOTES









