



# HUMAN PERFORMANCE PROJECT

— Illinois —

## **Experiential Activities Manual**



# TABLE OF CONTENTS

## **Getting Started**

Using the Manual 6

Experiential Learning 7

## **Activities**

Summary 18

Activities 21

## **Appendix**

52 Card Pick-Up 76

Crosstown Connections 78

Frogger 80

GPS-E 81

HPP-GO 83

Role with It 85

Simon Says 87

Trainer's Mirror 88







# GETTING STARTED



# USING THIS MANUAL

## *A Brief Summary*

This manual is designed to help you integrate experiential learning into your chapters, outreach, and personal lives. Throughout this manual you will learn more about what experiential learning is, how it can benefit your audiences, how to facilitate this type of learning in a successful way, and a wide variety of activities to get you started! Read through this manual for more in-depth training or flip through and pick out the pieces that will help you with a learning objective you are trying to target.

In the “Activities” section of this manual, you will find colored dots to help you identify potential learning theme(s) for each activity. Do not let this limit your creativity, as many of these examples can be adapted to meet your learning goals. The sky is the limit when it comes to experiential learning!

In addition to the learning outcome indicators, each activity includes an overview, set-up, framing, instructions, de-brief, as well as a tips and comments section to help you plan for and run the activity smoothly. Each piece was developed to help you have full understanding of the purpose and implementation for each activity.

**Colored Dots:** indicate what learning themes the activity teaches

**Overview:** a brief summary of the activity, how many people it can accommodate, materials needed, and approximate length of time to run

**Set-Up:** how materials and/or participants should be arranged

**Framing:** a way of introducing the activity that connects it to the learning outcome goal

**Instructions:** step-by-step details to implement the activity

**De-Brief:** discussion topics or questions to address after the activity to aid in learning outcomes and real life application

**Tips and Comments:** extra guidance or possible modifications to run the activity

Each section has been written targeting a high-school age population, but activities can be adapted to meet the needs of older or younger learning participants.

Content and activities in this manual have been adapted from several expert sources rooted in experiential learning and have been modified or changed by our IL HPP Team to help you be most successful with your chapters. While these activities were modified to address the interest of IL HPP Chapters, they can most certainly be used in a variety of instances beyond IL HPP programming.

***Have fun!***

# EXPERIENTIAL LEARNING

## *Definition and Overview*

Experiential learning is the process of gaining new skills or making new connections through any interaction or hands-on activity. By going through and reflecting upon a given experience, individuals and groups can gain additional insights into themselves and their group dynamics, and build a greater understanding of learning concepts. Experiential learning provides an opportunity to adapt a lesson to meet the learning styles of many individuals and is often more impactful and better remembered.

Experiential learning provides a fun, interactive way to teach a new concept, enhance existing skills, and/or address areas of concern for an individual or group. When running activities, metaphors often become an integral part of the learning approach. This means that even a fun game can be paralleled to real life. This can allow for individuals to let down their guard and see their current lives from a different perspective, thus encouraging them to learn and grow from an experiential activity. By providing an experience that is relatable and long-lasting, individuals and groups can have impactful applications and takeaways for themselves, school, work, teams, families, and more.



Keep in mind that everyone has different ways of learning and retaining information. Some individuals are hands-on learners, and some learn by hearing or seeing. Experiential activities allow you to tailor your teaching approach to meet many different styles. Be flexible and creative in the way that you run different activities and remember that the way you run it one time may be different than the next. Audience, time, resources, and desired learning outcomes are all considerations for activity modification.

# EXPERIENTIAL LEARNING

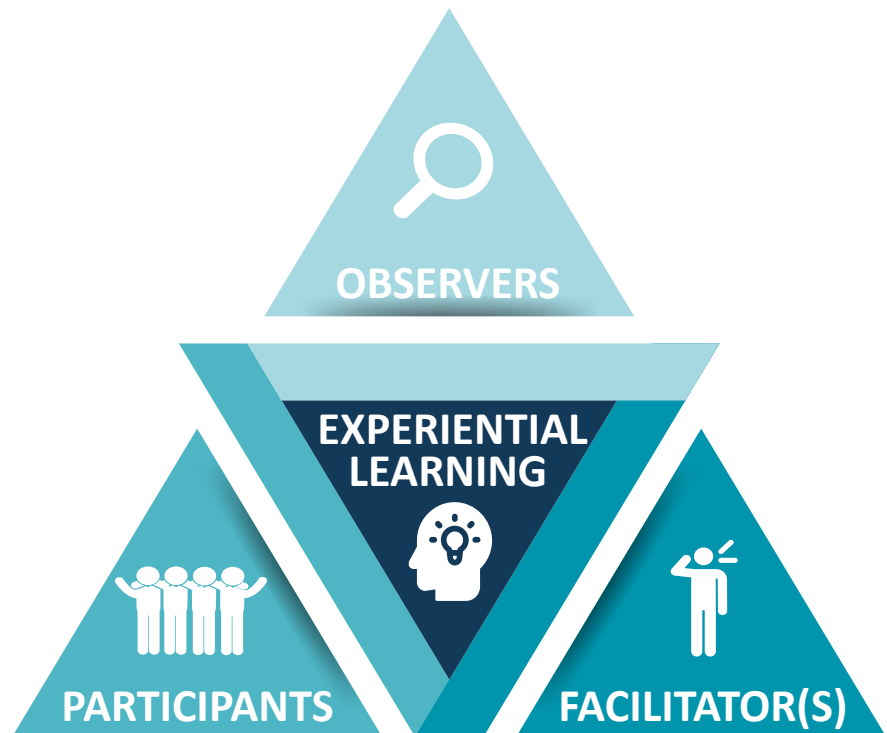
## *Activity Roles*

An experiential process encompasses several roles including facilitator(s), participants, and possibly observers. Facilitators are the individuals leading a particular activity. They provide instructions as well as give additional guidance before, during, and after the activity. Ultimately, it is the responsibility of the facilitator to successfully moderate the activity for the dynamics of the designated participants and training purposes.

Participants are those engaging in the activity itself. When conducting experiential activities, it is important to ensure that the activity meets the participants' physical, emotional, and intellectual levels. This will allow for greater understanding from the learning process. Leading an activity that is appropriate for the participants' needs and learning objects will also enhance their attention and engagement during the activity and allow for more practical application to their real lives.

In some circumstances, you may have individuals participating as an observer. Sometimes this is due to limitations in the number of participants for a particular activity; at other times intentionally establishing an observer helps with the learning process. Just because an individual is not actively engaged in the activity at hand does not mean they cannot participate; in fact, they should! Having an onlooker is a perfect opportunity to get feedback from an outside perspective. Sometimes looking in on a situation that you are not actively involved with can offer a new viewpoint that might not have otherwise been recognized. When you are accommodating a larger audience, rotating observers is a way to involve all individuals while also gaining additional insight.

Overall, experiential learning is an opportunity to create a meaningful and intentional learning experience in a fun and different way. Keep on reading to learn how to be an effective facilitator to prepare for the best possible outcome for your experiential participants!





# EXPERIENTIAL LEARNING

## *A Facilitator's Role*

Facilitation not only focuses on orchestrating experiences to create learning and change, it also seeks to eliminate barriers that hinder learning and change. Anything and everything you do before, during, and after a learning experience enhances people's reflection, integration, and continuation of lasting change.

Being a strong facilitator takes practice. It is important to recognize that being a facilitator is not the same as being an instructor. Instructors bring a specific learning agenda to their audience, often times lecturing or driving the content in a direction that they guide for the retention of information. A facilitator uses an activity as a structure for the growth and development of participants, who serve more as a team, to facilitate problem solving. Facilitators manage a structure where participants grow through experience, not through content.

### CREATING A POSITIVE LEARNING ENVIRONMENT

As a facilitator, your goal is to establish greater buy-in to the activity or concept being promoted. To do so, creating a positive learning environment, empowering individuals and teams, and building relationships among co-facilitators and participants is key. Through promoting problem solving and team building initiatives, you can help your participants focus on how the process of the given activity can parallel other aspects of their life. Consider these elements to help you be most effective in your process:

01

#### *Be Prepared*

Have all of your planning and materials ready to go so you can provide your group with clear instructions and focus on the process.

05

#### *Understand Group Dynamics*

Be aware of cultural, social, physical, and emotional difference to ensure all feel safe and validated.

02

#### *Create a Safe Space*

Set ground rules and group expectations so everyone is on the same page about acceptable behaviors.

06

#### *Ask Questions*

Rather than telling people what you think or how to fix a problem, ask questions to help guide participants to their own conclusions.

03

#### *Promote Teamwork*

Encourage the group to work together; this is their learning experience, you just provide the support to make it happen.

07

#### *Communicate Effectively*

Verbal and non-verbal communication impacts how you interact with the group and how they interact with each other.

04

#### *Observe & Listen*

Watch the group dynamic: how they work together, talk together, and problem solve so you can reflect your observations back to them.

08

#### *Maintain Accountability*

Keep participants accountable to their group expectations, the structure of the activity, and positive teamwork.

# EXPERIENTIAL LEARNING

## *A Facilitator's Role*

Being prepared not only means having everything ready ahead of time for your activity, but also being able to articulate to the group what the intentions of the day are. It is valuable to take your first few minutes with a group to go over the learning expectations for the day. Share with them what you plan on doing and what you intend for them to be able to walk away with when the activity is over. Also, ask your group what they are expecting to learn. It is important as the facilitator to know what the group is anticipating from you.

Establishing group norms is crucial for creating a safe learning environment. Setting these agreed upon expectations collaboratively puts everyone on the same page and creates a dynamic that allows for trust, respect, freedom, empathy, and acceptance; all important aspects of experiential group learning.

Creating a positive learning environment is not only something a facilitator establishes up front with a group, it is also an on going part of the activity. How a facilitator observes or interacts with a group, promotes teamwork among members, assesses group dynamics, asks questions, and communicates with the group is all a part of the learning atmosphere.

Both verbal and nonverbal communication skills will aid you as a facilitator to create a more positive learning environment. Consider these approaches when interacting with your audience:

### FACILITATOR VERBAL COMMUNICATION

**Actively Listen:** once a participant speaks, repeat back what they said in your own words

**Model:** speak (and behave) the way you want reflected back to you

**Summarize:** recap at the end of key messages

**Recognize Progress:** positively reinforce group productivity and accomplishments

**Inclusion:** invite participation to allow for equal opportunity for all

### FACILITATOR NONVERBAL COMMUNICATION

**Attentiveness:** face the speaker, make eye contact, and avoid distractions

**Body Language:** pay attention to others' body language and tailor yours as needed

**Facial Expressions:** do not let your face convey judgments

**Placement:** be aware of how you place yourself in relation to the group

**Silence & Response Time:** give 8-20 seconds for the group to think after asking a question

A positive learning environment can vary by each group you are working with. A well versed facilitator will learn to read the group they are working with and adjust their approach to best meet the needs of individual groups. Rest assured, it is the process of engaging with your participants that makes a difference, so just be you and interact with them in a way that feels natural and effective!

*Adapted from Prevention First's Group Facilitation Skills Training*

# EXPERIENTIAL LEARNING

## *A Facilitator's Role*

### RECREATION

Changes the way people...

### FEEL

### EDUCATION

Changes the way people...

### FEEL + THINK

### DEVELOPMENT

Changes the way people...

### FEEL + THINK + BEHAVE

### REDIRECTION

Changes the way people...

### FEEL + THINK + BEHAVE by decreasing less desirable function

## BEING INTENTIONAL

Beyond the structure you create for your group, the content of the activity is important too.

When preparing content for your group, ask yourself: "What are we trying to achieve during our time together?" This will help you build an agenda that best fits the goals and needs of the group. Consider these four types of programs while designing your agenda:

**Recreation:** This type of activity is more about fun and interaction and requires little involvement from the facilitator. These may include icebreaker or energizer activities.

**Education:** Facilitators encourage participants to reflect upon an activity and the process of the experience itself to increase participant understanding and awareness.

**Development:** This type of activity focuses not only on reflection but the integration of the learning experience into real world examples. Facilitators help a group draw these parallels, sometimes even through metaphors.

**Redirection:** Building upon the development type of programming, a redirection activity is designed to help build comfort in continued changed behavior. Rather than just learning and applying a concept to the real world, redirection encourages the skills and takeaways from an activity to be a lifelong integration of our character and outlook.

Now that you have a better understanding of the framework of a facilitator's role, consider the participant's experience covered in the next section. Looking at experiential activities from these two perspectives will continue to help you build confidence and skill in running group activities.

*Adapted from text: The Essential Elements of Facilitation by: Simon Priest, Michael Glass, & Lee Gillis*

# EXPERIENTIAL LEARNING

## *A Participant's Experience*

Walking into a new activity or a new group of individuals can be intimidating. Remember that as a facilitator you may already have an idea of what to expect in your upcoming task, but participants most likely do not. A facilitator's role in creating a positive learning environment will be helpful to begin combating this, but understanding group dynamics and how to overcome participant obstacles will be too!

### STAGES OF GROUP DEVELOPMENT

While each group of people have their own styles and dynamics, many groups follow a similar process of group development. Oftentimes, these stages evolve naturally. Understanding and being able to recognize the stages can help you tailor your approach and messaging to best meet your groups' needs.



*Adapted from text: The Essential Elements of Facilitation by: Simon Priest, Michael Glass, & Lee Gillis*

# EXPERIENTIAL LEARNING

## *A Participant's Experience*

These stages may be intertwined or non-linear for groups that are gathered for longer periods of times (weeks, months, years) and/or have rotating attendance or participation. New participants of a group can impact the dynamic of the team, so it is important to recognize those changes and address them as needed.

Stages of group development are applicable for a one time experiential activity, multi-day trainings or conferences, a sport season, theater, or other activity, and even year long involvement with your IL HPP Chapter. As a leader and facilitator, these stages can help you identify how to build cohesion with whatever type of group or team you are working with.

## CONSTRUCTIVE AND DE-CONSTRUCTIVE BEHAVIORS

During all stages of group development, facilitators will likely find participants that display both constructive and de-constructive behaviors that impact the learning environment. Learning how to identify and respond to these behaviors appropriately can help you lead your participants to the end goal.

While we often take time to recognize disruptive behaviors, focusing on positive behaviors may lead you to better results:

- **Cooperative:** displaying interest in the opinions of other members and willingness to adapt
- **Clarifying:** clearly defining issues for the group by summarizing and focusing discussion
- **Inspiring:** bringing motivation to the group by encouraging participation and progress
- **Harmonizing:** supporting group cohesion and teamwork among participants
- **Risk-Taking:** being willing to risk personal loss or embarrassment for the benefit of the group
- **Process Checking:** during the process, posing questions to the group to help them stay on track

Acknowledging participants for these positive behaviors will reinforce their leadership and even encourage others to effectively collaborate. By supporting and rewarding positive behaviors, you also naturally discourage disruptive behaviors as your attention as a facilitator is directed towards desired behaviors. Even so, disruptive behaviors often do still occur. Again, by being able to recognize these participant behaviors, facilitators are more equipped to address these right away to appropriately navigate the underlying concern.

- **Dominating:** taking up a lot of the time with personal opinions or viewpoints
- **Rushing:** pushing the group to move on before they are finished
- **Withdrawing:** unwilling to participate
- **Discounting:** ignoring or minimizing others' thoughts or suggestions
- **Digressing:** rambling, story telling, and diverting the group from their purpose
- **Aggressor:** personally attacking others using belittling or insulting comments

*Adapted from Prevention First's Group Facilitation Skills Training*

# EXPERIENTIAL LEARNING

## *A Participant's Experience*

De-constructive behaviors can have a significant impact on a group dynamic and may have a deeper meaning than what appears at the surface. Sometimes, these behaviors can be displayed in a joking or sarcastic manner which may make it harder to recognize. Realizing that allowing disruptive behaviors to go unaddressed can cause harm to the group dynamic, is important, but addressing it in a constructive manner is even more critical. This takes practice and that is okay! Keep reading for tips on how to manage more disruptive behaviors, but first understand why these behaviors might be happening.

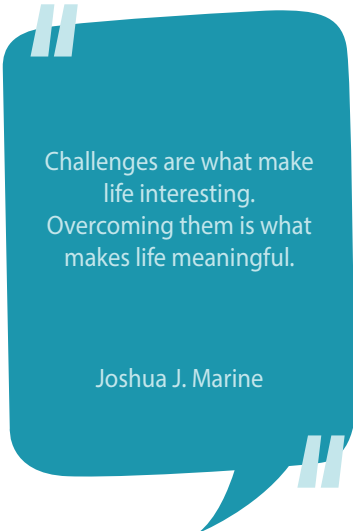
### **MANAGING DE-CONSTRUCTIVE BEHAVIORS**

While de-constructive behaviors can certainly be frustrating for a facilitator (and other participants!), we sometimes jump to problem solving mode before realizing why these behaviors might be occurring in the first place. Not always, but sometimes difficult behaviors stem from a more complex group environment or even a deeper personal meaning.

When you see disruptive behaviors coming from multiple participants in the group, a facilitator might need to ask themselves if something needs to be adjusted with the activity. Disinterest can come from boredom, frustration, and even confusion. Make sure your activity is appropriate and relevant for the group (age, topic, etc.). If it is not, this could be causing some of the difficulty in facilitating a cooperative group. It might also be the case that the activity or topic of discussion is triggering for your audience based on a recent event or discussion. It never hurts to ask a group about their disruptive behavior and see if there might be more to their actions.

Individuals who are struggling to participate (this might be demonstrated by quiet, withdrawn behaviors, acting out, or disruptive behaviors), may have something they are personally struggling with that is keeping them from being able to pay attention. Consider that something might be going on with them personally, socially, at home, or elsewhere that is causing them some fear, shame, shyness, reluctance, or some other emotion that is being portrayed through actions that are not positively contributing to the group. While it is not in your role to always know how to process these deeper emotions, being aware of it may help you supportively address these circumstances. If you are concerned about an individual's behavior, never hesitate to bring this to a trusted adult to ensure that individual gets the support they need. While interacting with someone like this, it is important to show them respect and compassion (as it is to show towards any of your participants!), to ensure they are given the support they need.

Remember that all acts of disruptiveness may not have such a complex meaning behind them. Sometimes individuals just need to be reminded of appropriate behavior. Keep reading to find tips to help moderate these behaviors.



Challenges are what make life interesting.  
Overcoming them is what makes life meaningful.

Joshua J. Marine

# EXPERIENTIAL LEARNING

## *A Participant's Experience*

When participants are not engaging with the group in a beneficial way, there are a few ways to try to handle this productively. As a facilitator, you can pause the activity or conversation that is going on with the full group and ask if there are other conversations that need to be addressed, directed towards the distracting behavior. This acknowledges the disruption to participants, but shows you care enough to consider there may be a need or concern that needs to be addressed. More often than not, a participant will deny need for further conversation and focus their attention back on the activity the group is working on. Another approach to addressing disruptive behavior is to remind a group of the pre-established norms or standards agreed upon at the beginning of the session. Referring back to the ground rules helps participants remember that those standards were established for a successful group process, and are oftentimes norms that they established themselves with the support of the facilitator before the activity began.

At times, when loss of focus or boredom might be the reason for poor behavior, a facilitator may need to find ways to adjust the activity in the moment by asking different questions, running the activity a little differently, or even taking a break from the activity completely.

Withdrawn, or silent, participants can also be a form of disruption as they are taking away attention or the opportunity for conversation and reflection. Changing up the dynamics of the activity or ways in which you, the facilitator, interact with your participants, may help silent participants be more engaged. One way to do this is by asking participant feedback through a thumbs up/thumbs down hand signal or holding up fingers to reflect a scaled question. For example, "How do you feel about the activity so far? Give me a thumbs up or thumbs down," or "On a scale of 1 to 5, 1 being the least and 5 being most, how helpful would this activity be for your chapter development?" Non-verbal responses or verbal responses could also be solicited for all participants by asking them to go around the room to have each individual respond if they are comfortable.

Finding other ways to creatively engage participants may also include asking them to individually or in small groups prepare a written response to a question. This will get participants interacting with your topic, even if it is just to themselves. Breaking a larger group into smaller groups may be another way to get more participants engaged, by posing a task or question for them to address together and then report out to the larger group.

Constructive behaviors can be a facilitators dream. Seeing a group interact positively and effectively is a good feeling! Often times, however, de-constructive behaviors find their way of sneaking into group dynamics. The calm and confident approach of a facilitator's response to these behaviors can be incredibly impactful. When handled well, they can turn into even greater learning experiences for all involved. Remember that being a facilitator is simply that: facilitating a group's dynamic through an experience. It is up to the group to engage, interact, and grow from that experience, but your establishing the framework, asking questions, and providing feedback which will give them structure to do that even better. Facilitation skills may feel more natural to some leaders than others, but continue to practice and seek feedback from your peers and you will be so much more experienced and confident before you know it!







# ACTIVITIES



# SUMMARY OF ACTIVITY THEMES

## Communication

A necessary skill to effectively talk to your peers and adults which impacts the outcome of your outreach and educational efforts. Practicing communication will ensure further success within your chapter.

## Energizers & Ice Breakers

These types of activities can help your chapter get to know each other more on a personal level and also help to increase energy levels, excitement, and fun!

## Goal Setting

In order to accomplish tasks, work effectively as a team structure, and maintain a reasonable timeline it is important to practice setting goals and holding one another accountable to reach success!

## Responsible Decision Making

Throughout your life, you may experience peer pressure, crossing of boundaries, and needing to hold a peer accountable. Practicing the skills to be able to effectively communicate and handle these situations is truly valuable!

## Team Building

Team building is a great way to grow a strong bond and connection amongst a group or team. It is essential in the development process of a chapter and can be critical when difficult situations arise.

## Commitment & Accountability

Being involved in IL HPP holds you and your peers to a higher standard of commitment and accountability. These activities will allow you to practice how to hold yourself and one another to your commitments.

## Establishing Group Norms

Typically at the beginning of a meeting, activity, or formation of a chapter, group norms will be established. This sets the tone for what you value, respect, and will not tolerate as a group.

## Overcoming Obstacles & Conflict



































At some point in time, you will face an obstacle within yourself, your peers, or in your chapter. Learning strategies and practicing how to handle and overcome conflict can help you feel more comfortable in future situations.

## Science Modules

Science modules are the core purpose behind IL HPP. Learning through experiential activities about sleep, nutrition, mood and mindset, and chemical health can better help you retain the knowledge to share with others.

	<i>Communication</i>	<i>Commitment &amp; Accountability</i>	<i>Energizers &amp; Ice Breakers</i>	<i>Establishing Group Norms</i>	<i>Goal Setting</i>	<i>Overcoming Obstacles &amp; Conflict</i>	<i>Responsible Decision Making</i>	<i>Science Modules</i>	<i>Team Building</i>
<b>52 Card Pick-Up</b> page 21									
<b>Ball Toss</b> page 23									
<b>Brain Buckets</b> page 25									
<b>Collaborative Numbers</b> page 27									
<b>Crosstown Connections</b> page 29									
<b>Evolution RPS</b> page 31									
<b>Falls Ball</b> page 33									
<b>Four Corners</b> page 35									
<b>Frogger</b> page 38									
<b>Full Value Stock Market</b> page 41									
<b>Goal Mapping</b> page 43									
<b>GPS-E</b> page 45									
<b>Group Juggle</b> page 47									

	Communication	Commitment & Accountability	Energizers & Ice Breakers	Establishing Group Norms	Goal Setting	Overcoming Obstacles & Conflict	Responsible Decision Making	Science Modules	Team Building
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<b>HPP-GO</b> page 49									
<b>Jump In, Jump Out</b> page 51									
<b>Name Stock Market</b> page 53									
<b>Pitball</b> page 56									
<b>Role With It</b> page 58									
<b>Simon Says</b> page 60									
<b>Spoon Jousting Tag</b> page 62									
<b>Tablecloth</b> page 64									
<b>The Trainer's Mirror</b> page 67									
<b>Traffic Signs</b> page 69									
<b>Trust Line</b> page 71									

# 52 CARD PICK-UP<sup>1</sup>



## Overview

This interactive, fun, and energetic activity is perfect for breaking the ice and getting to know one another. 52 Card Pickup introduces the idea of working as a team with the option of adding a timer to the activity. Cards will be picked up from the ground or floor and participants will be faced with a particular task. They then have the option to perform the task, or put the card back down on the ground and pick up another card to complete. The goal is to pick up all cards from the ground and complete all tasks.

<b>Group Size</b>	12 or more
<b>Materials/Props</b>	52 playing cards, stop watch (optional)
<b>Estimated Time</b>	15 minutes

## Set-Up

Attach activity cards from the Appendix (p. 76) to the deck of cards. Place the cards face down on the ground or floor and spread them out. Prepare the space for participants to be up, mingling, and using the full space to complete the written tasks.

## Framing

Say to the participants:

“Your challenge as a chapter is to complete all of the written tasks on these playing cards. The goal is to have all cards in the possession of the participants.”

## Instructions

Provide the following instructions to all participants:

1. Each participant may only take one card at a time. Everyone involved can simultaneously pick up cards versus waiting turns.
2. Upon reading the card, you may either choose to complete the written task, find another chapter member who is willing to do the task, or return the playing card back to the floor and choose another card.
3. Once you have completed the task, keep that card with you and choose another one.
4. There will be a lot happening at the same time. Work together to complete all tasks!

## De-Brief

Say to the participants:

1. What playing cards were the most fun or interesting? Did you like this ice breaker? Why or why not?
2. What did you learn about your chapter members or yourself throughout this activity?
3. What different ways were your chapter members involved in this activity?
4. Can you think of an example of how you or your peer(s) overcame a challenge or obstacle during this activity?
5. Tell me about an example of leadership that came about during this activity.

## Tips & Comments

- 52 Card Pickup is a fun activity for introducing overcoming challenges and allows the facilitator to assess the chapter in terms of their willingness to take positive risks, their desire to interact with each other beyond familiar relationships, and the overall vibe and energy of the chapter.

# BALL TOSS



## Overview

This activity is a great way to get to learn more about your peers, a group of individuals, or team. Ball Toss provides a fun, interactive way to ask questions or process information by tossing around a ball (beach ball, volley ball, soccer ball, exercise ball, etc.). You can alter the activity by changing the questions to fit the needs of your chapter.

<b>Group Size</b>	4 or more
<b>Materials/Props</b>	ball, permanent marker
<b>Estimated Time</b>	10+ minutes

## Set-Up

Inflate the ball if needed and write the questions using a permanent marker. Here are some examples of questions you could use during this activity:

### **Energizers & Ice Breakers:**

- What's your favorite movie?
- How many siblings do you have?
- If you had 1 million dollars, how would you spend it?

### **Goal Setting:**

- Where do you see this chapter six months from now?
- What activities do you want to implement this semester?
- What's one goal you have for this chapter this month?

### **Science Modules:**

- Name a category within the food pyramid.
- What does HGH stand for and what does it do for your body?
- Even 1 minute of \_\_\_\_\_ use in a dark room can cause sleep disturbance by stimulating the brain and causing delays in sleep onset.

## Framing

Say to the participants:

"Today's task is to practice \_\_\_\_\_ (getting to know one another, goal setting, science modules, etc.). We are going to toss around this ball until everyone has answered at least once."

## Instructions

Provide the following instructions to all participants:

1. When you catch the ball, you are going to answer the question that is closest to your right thumb. Read the question aloud and answer to the group.
2. You cannot pass the ball to the person next to you.

## De-Brief

Say to the participants:

1. What questions were the most fun or interesting? Did you like this activity? Why or why not?
2. What did you learn about your chapter members or yourself throughout this activity?
3. What different ways were your chapter members involved in this activity?
4. What is one takeaway you have after completing this activity?

## Tips & Comments

- Ball Toss is a fun activity to break the ice, prepare and plan for the school year, and allows the facilitator to assess the chapter in terms of planning for the future of the program, their ability to interact with each other beyond familiar relationships and share information, and the overall vibe and energy of the chapter.



# BRAIN BUCKETS<sup>2</sup>



## Overview

This activity is fairly challenging as participants are asked to pass objects from one cup to another. The cups however, are slightly attached to the top of their heads! Brain Buckets is a fun way to explore communication and how we convey our thoughts and ideas to one another as well as how we understand another persons thoughts and ideas and what happens in-between.

<b>Group Size</b>	4-12
<b>Materials/Props</b>	1 large plastic cup per person 2 12-15 inch lengths of string per person 1 ping pong ball per person
<b>Estimated Time</b>	15-30 minutes

## Set-Up

Ahead of time, you will need to create the “Brain Buckets” by attaching the two lengths of string to the base of each plastic cup. The best method for attaching the strings is to poke two opposing holes in the sides of a cup. Be sure the holes are smaller than the width of the string and close to the bottom of the cup. The higher up holes are, the more challenging the activity will get. Pass one end of the string to the opening and tie a knot big enough to prevent the string from falling through. Do this for both lengths of the string. The finished product should have a cup that can sit on your head and can be held in place with the two attached strings. The bottom of the cup should rest on the top of your head. Using a variety of cups and bowls can make this activity more exciting! Use caution when drilling or cutting holes into the cups.

## Framing

Ask participants:

“Have you experienced a time where you struggled to get an idea across, or to share your thoughts? Have you ever experienced a time where you felt like no one understood you? Getting your ideas across can be challenging and today during this activity you are going to be invited to share your ideas with others, but it is going to look a little different than what you may be used to.”

## Instructions

1. Pass out a “Brain Bucket” to each participant and explain its use for the activity.
2. The objective of the activity is to pass the ping pong ball from one cup to another without dropping it on the floor.
3. The “Brain Bucket” must rest on top of your head at all points of the game unless told otherwise.
4. Participants may not make contact with the plastic cup. Participants can use the strings only to steady the cups. The strings are not allowed to tie the cup to their head or any other reason.
5. Provide a short opportunity for participants to practice wearing the “Brain Buckets” and provide advice when necessary.
6. When ready to move on, remind participants of the difficult challenges associated with sharing ideas and place ping pong balls in the “Brain Buckets” of half of the participants.
7. Invite participants with ping pong balls to attempt transferring them into the empty “Brain Buckets” of other participants.
8. Participants may not touch the cups or ping pong balls.

## De-Brief

Say to the participants:

1. What was most challenging about the “Brain Buckets” activity?
2. How did you communicate with others? Was your strategy effective? Challenging?
3. What other strategies worked, if any? Do you think those strategies would help us when we are struggling to get our own ideas across?

## Tips & Comments

- It may be helpful or appropriate to divide the group into smaller groups of three. With this set-up, two participants attempt a ping pong ball transfer while the third provides direction and assistance.
- You can add additional challenges by limiting their ability to speak, move, have their eyes closed, or other ways to increase challenge during this activity.
- You can add fun concepts and ideas like having them share a goal for their chapter while passing along the ping pong ball or when they successfully pass over the ping pong ball shouting a phrase.

# COLLABORATIVE NUMBERS<sup>3</sup>



## Overview

An engaging, timed activity meant for multiple small groups. The challenge involves collaboration amongst small teams to touch numbers randomly printed on a piece of paper in sequential order. In additional rounds, groups capitalize on learning from previous attempts with a goal to continually improve their score. Great for indoor settings where space can be limited.

<b>Group Size</b>	2 or more
<b>Materials/Props</b>	1 blank paper per participant, writing utensils
<b>Estimated Time</b>	20-30 minutes

## Set-Up

Give each participant a blank sheet of paper. Have them number it 1-60 on one side, scattering the numbers throughout at random. Then have them trade papers with a partner, face down so the other person cannot see the numbers. It is suggested that participants be seated at desks, tables, or even on the floor in groups of three to four. Participants can help divide up the groups if desired. Remind them, “No peeking!”

## Framing

Say to the groups:

“Imagine that you are an air traffic controller. To safely land planes, you need to touch a screen which will alert all planes to land in a designated location and in a specific order. To achieve the task accurately, you need to touch your screen in the proper manner with speed and accuracy. Remember, we have a lot of passengers wanting to arrive at their destinations safely and in a timely manner.”

## Instructions

1. Tell participants that when you say, “Go!”, they are to turn their papers over and try to touch with their fingers as many numbers in sequential order from least to greatest as fast as they can in 60 seconds. They are not allowed to write on their paper or tear it in any way. After the time is up, they are to turn their papers back over.
2. Next, direct the participants to form smaller groups of 3 to 4 people total.

3. Instruct participants that they now have one to three minutes to plan how, as a team, they will touch as many numbers as possible, again in sequential order from least to greatest within 60 seconds. Speed is of the essence! Numbers must be touched just once by any group member - every member need not touch each number.
4. Do two to four more rounds, asking them between rounds to brainstorm ways to improve their score, and setting a goal for how many they believe they can get based on their discussions. If the group gets 60, they can continue their count by resuming back to 1.
5. Do a round and ask the groups to think about how they did and if they want to change any of their strategies. Consider having groups cross-share strategies and ideas. Chart results and set goals by team and/or select a collective goal by adding each group's goals together.
6. Give the groups three to five rounds depending on time and engagement. Throughout the activity, the central theme is the pursuit of continual improvement.

## De-Brief

Ask participants:

1. What was different about working on your own versus working in a small group? Do you feel you were able to accomplish more as a small group? Why or why not?
2. Were you able to be here, be safe, and be honest during this activity? Was it easier to practice these skills when you were working alone or when you were working in a group?
3. How do you think this activity can support skills for working in groups on other tasks we will face as a chapter?

## Tips & Comments

- Adapted from the “Collaborative Numbers” in Laurie Frank’s book, *Journey toward the Caring Classroom* (Wood ‘n’ Barnes, 2004)

Variations:

- Require that each team member touch at least one number during each round.
- Instead of touching numbers in sequential order from least to greatest, have them do multiples of 2 or 5 or in reverse order.
- After a couple of stationary rounds, place number sheets all around the room. When the facilitator shouts, “Change up!”, each group must seek another sheet - one they have not yet visited and continue counting where they stopped on the previous sheet. Let the activity run for three to five minutes and monitor engagement to determine a stopping point.

<sup>3</sup>Folan, N., Aubry, P., Cavaluzzi, R., Childs, L., Collinson-Runnells, S., Krimm, A., . . . Wilson, M. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure. 56-57.

# CROSTOWN CONNECTIONS<sup>4</sup>



## Overview

Get to know your peers through an active and exciting ice breaker of playful greetings. Participants will connect with different partners based on a handshake style. They are then challenged to demonstrate each greeting with the appropriate partner each time the facilitator calls out the handshake. Crosstown Connections is a great way to form partners, connect people, and have fun!

<b>Group Size</b>	12 or more
<b>Materials/Props</b>	none
<b>Estimated Time</b>	5-10 minutes

## Set-Up

Review the handshakes in the Appendix (p. 78). Have the group stand in a circle.

## Framing

Say to the participants:

“We’re going to take a fun spin on handshakes and getting to know your peers!”

## Instructions

1. As the facilitator, demonstrate a handshake with a willing volunteer. Invite all participants to find one partner to practice the handshake with and then return to the circle.
2. It is good to have the facilitator help to match partners during this process perhaps by calling out, “Partner lost and found!” when working with larger groups as not all participants know each other or will have the personality to seek out a partner.
3. Continue introducing new handshake styles. Instruct participants to find a new partner for each new handshake style. Introduce as many handshake styles until you feel the interest is slowing down, or until every participant has been matched with every person playing.
4. It may be helpful to have handshake partner reviews between each round.
5. *Speed Round!* Once all the handshake styles have been introduced and partnerships established, call out the names of the different handshakes that have been taught. Participants are expected to find their partner during the called out handshake, complete it, and get ready for the next handshake style to be called.

## De-Brief

Say to the participants:

1. Which handshake was your favorite?
2. Which handshake was most challenging?
3. What is something new you learned about your partner(s)?

## Tips & Comments

- See the Appendix (p. 78) for the various handshake styles
- Use the partnerships formed from the various handshakes to develop pairs, quads, or teams later on during other activities or programming. This can be effective and efficient when activities call for either a particular grouping or creating groups for de-briefing.
- A variation to the activity is to have each partner say, “Hi, \_\_\_\_\_!” when participating in the handshake and then answering a question about each other such as:
  1. What’s your favorite thing to do outside of school?
  2. What month does your birthday fall in?
  3. Why did you join \_\_\_\_\_ (HPP Chapter name)?
  4. What middle school did you attend?
  5. What’s your favorite science module to learn about and why?
  6. What’s your favorite animal?
  7. If you had a superpower, what would it be?

# Evolution RPS<sup>5</sup>



## Overview

Evolution RPS (Rock, Paper, Scissors) is an easy, fun, and engaging way for participants to learn leadership and the growth and setbacks one can face through the course of their life. Each participant starts as an amoeba and will evolve into a superhero! The overall takeaway is for participants to recognize that leaders add value to other people which is how they increase their influence.

<b>Group Size</b>	10 or more
<b>Materials/Props</b>	none
<b>Estimated Time</b>	10-20 minutes

## Set-Up

No set-up required. Be sure to use a large, open space for participation.

## Framing

Say to the participants:

“We’re going to participate in an interesting twist of rock, paper, scissors!”

## Instructions

1. To begin the game, everyone is going to find a partner.
2. Everyone will start out as an “amoeba” and try to achieve “superhero” status!  
**Amoeba:** walk in a crouched position and wiggle around like an amoeba  
**Egg:** walk with arms over your head in the shape of an egg or oval  
**Dinosaur:** stomp around with your arms tucked in  
**Human:** hands behind your back, while skipping  
**Superhero:** arms straight out to the sides like you’re flying!
3. There are going to be various levels based on if you win, tie, or lose each round of rock, paper, scissors. If you win, you will go up a level (i.e., started as an amoeba, win first round, then you become an egg). If you lose, you will go back down a level (i.e., if you are a human, lose a round, you will then go down to a dinosaur). If you tie, you will remain the same and look for another partner to play.
4. The activity will continue on for several minutes and we will then see how many superheroes we have at the end!

## De-Brief

Say to the participants:

1. Do superheroes have an obligation to keep playing in order to help others evolve? Or should they just quit when they become a superhero?
2. Do Superheroes battle each other to become the only superhero? Or is the world better the more superheroes we have? How long does it take for everyone to become a superhero?
3. After discussing these questions, come back to the idea of adding value to people. There is a leadership proverb which says “He who thinks he leads, but has no followers, is only taking a walk.” You will learn a great deal about your leadership group through this exercise.

## Tips & Comments

- You will learn a great amount about the participants in the group and their leadership through this activity.
- As a facilitator, you can also bring up the concept of legacy and pose the question, “Is the goal of your superhero to be alone, or to create a legacy of humans?”



# Falls Ball<sup>6</sup>



## Overview

This activity is fast-paced and blends together recognizable influences from soccer, ultimate frisbee, and team handball. Participants advance a ball up the field by using their feet like in soccer or their hands like in ultimate frisbee or team handball attempting to score goals on the defending team. Falls Ball offers plenty of learning opportunities and is an activity you'll want to play time after time!

<b>Group Size</b>	20-30
<b>Materials/Props</b>	2 goals/nets, 1 kickball, 4 cones, colored pinnies to define teams
<b>Estimated Time</b>	10-20 minutes

## Set-Up

Place the goals/nets 100-150 feet apart. Place four cones to mark the four corners of the field. The boundaries should allow for playable space behind the goal.

## Framing

Say to the participants:

“We know that vigorous physical activity is beneficial to our heart, respiratory system, and the development of our brains. Let’s use our brains as we engage our bodies in a fun activity that requires many aspects of teamwork including: communication, inclusivity, and resilient attitudes!”

## Instructions

1. Creatively divide the participants into two teams.
2. Provide colored pinnies to each participant to differentiate between the two teams.
3. Explain the rules:
  - Each team is trying to score as many goals as they can against the opposing team.
  - The game begins similarly to soccer with a coin toss to determine possession and a kick off. The team who earns possession must initially kick the ball forward for the game to begin.
  - Players move the ball up and down the field in two distinct ways. When the ball is on the ground, it may only be kicked or contacted with feet like soccer. Players may, however; flick the ball with their feet into their own hands or the hands of other players.

- When a player is holding the ball in their hands, they may take up to three steps and may use one pivot foot while trying to pass the ball to other teammates.
  - Players may intercept the ball or knock it to the ground when it's in the air. Knocking the ball to the ground does not necessarily mean a change in possession and the ball is played live. On the other hand, intercepting the ball does change possession.
  - A goal is scored by throwing or kicking the ball into the net. Teams earn one point by throwing the ball in the net and two points by kicking it in.
  - Goals may be scored by players in front of or behind the net. All goals must be scored through the open side of the net.
  - Possession changes and play continues immediately after a goal is scored.
4. Provide opportunities for strategizing after each goal, game, or a predetermined amount of time. Teams could benefit from a brief reflection on their strategy, analyzing what's working or not, and how people are feeling about being on their team or their team's outcomes.

## De-Brief

Say to the participants:

1. Describe your attitude during this activity. What was your attitude like when you or your team scored a goal? What about when a goal was scored on your team?
2. In small groups, reflect on the following questions related to teamwork:
  - a. How well did you communicate as a team? What are some positive examples?
  - b. Was everyone included by their teammates? What are the effects of being inclusive?
  - c. Did anyone demonstrate resilient attitudes? What do those look like?

Invite participants back to a large group and discuss how the qualities of teamwork just discussed might be helpful for future chapter work?

## Tips & Comments

Variations to this activity:

- After a goal is scored, consider having the scoring team return to their half of the field before defending their goal.
- Play with two or more balls to increase the action.
- If using a ball that bounces and a surface that enables a bounce, introduce the ability to dribble the ball like in basketball.

<sup>6</sup>Folan, N., Aubry, P., Cavaluzzi, R., Childs, L., Collinson-Runnells, S., Krimm, A., . . . Wilson, M. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure. 74-76.

# Four Corners



## Overview

This activity gives participants an opportunity to share their thoughts and see what others think while up and out of their seats. By placing a series of responses around the room and having a facilitator call out prompts, participants move toward the response that they feel is a best fit. This activity can be used as a learning tool or to display various thoughts and opinions within a group.

<b>Group Size</b>	6 or more, depending on room size
<b>Materials/Props</b>	paper, markers, and tape
<b>Estimated Time</b>	10-30 minutes

## Set-Up

Pre-write each response on a piece of paper and tape them to opposite ends of the room (corners or walls). Responses and prompts can vary based on objectives for the activity. Here are some suggestions, but you can mix-it up to create a variety:

### **Commitment & Accountability:**

- Responses for wall: “Yes”, “No”, “Maybe”, and “I don’t know”
- Sample Prompts:
  - You have made and followed through on a commitment you made to yourself or someone else in the past month
  - When you are falling short of a commitment you made, you want a friend or teammate to kindly check in to help you get back on track
  - You know how to help keep a friend accountable to the commitments they have made

### **Establishing Group Norms:**

- Responses for wall: “Agree”, “Disagree”, “Sometimes”, and “It Depends”
- Sample Prompts:
  - Listening to one another while talking is important
  - Using phones during a presentation is OK
  - Laughing at someone’s idea or response to a question is funny

### Goal Setting:

- Responses for wall: “Today”, “End of the Week”, “End of the Month”, and “Day-of”
- Sample Prompts:
  - As a chapter we would like to recruit 30 students by \_\_\_\_
  - To plan for the upcoming event, we need to contact the guest speaker by \_\_\_\_
  - Our subcommittee needs to meet to discuss planning by \_\_\_\_

### Science Modules:

- Responses for wall: “Sleep”, “Nutrition”, “Chemical Health”, and “Mood & Mindset”
- Sample Prompts:
  - A consistent bedtime is important for your body’s REM cycle regulation and human growth hormone release (Sleep)
  - Thinking positive thoughts will lead to better performance (Mood & Mindset)
  - Drinking alcohol can limit the amount of REM your body achieves at night (Chemical Health & Sleep)

## Framing

Say to the participants:

“Everyone stand up! For this activity, you’re going to respond to the prompt I state by standing by the response posted on the wall that you feel is the best answer. There may or may not be correct answers. This is an opportunity for us to start a discussion or learn more about ourselves and program.”

## Instructions

1. When I read a prompt, you will stand by the response on the wall that seems to you to be the best fit to you.
2. Read first prompt, wait for participants to settle by their response, debrief after each statement as much as appropriate.
3. Repeat step 2 until all prompts are addressed.

## De-Brief

The debrief process may look different depending on the topic(s) being addressed during the activity. Some may be a reflection of a correct response, others may lead to a discussion about next steps or how to approach a particular circumstance. Use the following sample debrief approaches that corresponds to the sample prompts in the Set-Up.

### Commitment & Accountability:

- What commitments have you been able to hold yourself accountable to?
- Why would/wouldn’t you want your friend to come talk to you?
- How would you start a conversation with a friend to help hold them accountable to their commitments?

**Establishing Group Norms:**

- What are the opposite behaviors that would not be appropriate?
- What situations would this “depend”?
- What other group norms do we find to be important?

**Goal Setting:**

- What is a realistic expectation for our chapter?
- What other things need to happen before or after this planning step?
- How do we need to prioritize our tasks to meet our overall goal?
- What obstacles might we need to overcome?

**Science Modules:**

- Why is this important for your performance?
- What is a time that your Mindset negatively impacted your performance? Positively?
- How does this fit into 2 categories? Is it common for modules to overlap?

 **Tips & Comments**

- Can be modified to have anywhere from two or more responses
- Debriefs can be shortened or expanded depending on the level of depth desired.

# FROGGER<sup>7</sup>



## Overview

This activity encompasses a “tag” game with a variety of characters, crossings, and challenges. Participants will attempt to cross a road, side walk, and river just like in the classic video game, without being tagged! Frogger reminds us that running around, playing a game of tag, and pretending to be frogs, cars, and alligators is a lot of fun!

<b>Group Size</b>	20-60
<b>Materials/Props</b>	hula hops, 4 long lengths of rope, 5 cones, & carpet squares (optional)
<b>Estimated Time</b>	30-45 minutes

## Set-Up

- Place four ropes on the ground to mark the start and end lines as well as the sidewalk. The sidewalk will create two spaces, the road and the river, between the start and end lines. The total distance should be approximately 100 feet.
- Place four or five hula hoops in a row just past the finish line.
- Scatter hula hoops among the “river” section
- Set four or five cones just before the start line
- An optional set-up would be to set-out carpet squares or floor mats among the hula hoops in the river.
- See diagram in the Appendix (p. 80)

## Framing

Say to participants:

“Does anyone remember the arcade or video game called Frogger? What was Frogger’s general objective? \*pause\* Yes, the objective was to safely cross the road, the sidewalk, and the river, ultimately ending up on a lily pad without getting hit by a vehicle, eaten by a snake or alligator, or falling in the river. We are going to create that classic video game and challenge!”

## Instructions

1. The goal is for the majority of participants to attempt to cross the road and then the river, landing safely at their home lily pads (hula hoops), without being tagged by participants assuming the role of vehicles and alligators (select participants).
2. Determine who would like to be vehicles and alligators. The rest will be frogs.
3. All participants begin in teams at cones set just before the start line; vehicles begin in the

street; alligators begin in the river.

4. On the start signal, the first participant from each team may attempt to safely cross the road and then the river, without being tagged by a vehicle or alligator.
5. Once participants enter the road, they may move in all directions, forward, back, side to side, but may not return to the starting location. If they do, another participant on their team may begin their crossing attempt and the participant who returned may only attempt another crossing after all other participants on their team have made their attempts.
6. Vehicles and alligators move in any direction needed to make a tag.
7. If a participant is tagged by a vehicle or alligator, they may also return to their team and another frog may enter the road.
8. Once a participant crosses the road successfully, reaching the sidewalk without being tagged, a participant from the same team may enter the road. For each participant who successfully crosses the road, another participant on their team may begin.
9. There are many ways to determine how the game ends - a competitive race, a cooperative effort, or a version that blends the two. There are even ways to keep the players moving. Play with some specific ideas in the variations section below and determine which meet your goals and needs of your chapter.

## De-Brief

1. In order to be successful in this activity, it seems that you need to find a safe route and make healthy choices about when it is safe to move. How did you determine what a safe route was and when it was safe to move?
2. How did it feel when you crossed a section, the road or river, safely?
3. How might focusing on safe routes and making healthy choices lead to a healthy lifestyle?
4. What would you consider safe routes and healthy choices in your life?

## Tips & Comments

### Types of Play:

- Competitive - teams of frogs race against each other, attempting to be in the first team to get everyone safely to their lily pad home.
- Cooperative - Working toward a collective best, frogs play cooperatively, as one team, attempting to get the greatest number of frogs safely to any lily pad home in the shortest time possible.
- Co-opetitive - Working toward a collective best, teams of frogs play cooperatively attempting to get the highest number of frogs safely to their specific lily pad home. In other words, teams of frogs try to get as many players on their team to their team's lily pad. They do so, however; in a cooperative spirit, trying to get the most frogs, each to their own lily pad, by the time one team successfully lands all of its players on their lily pad.

- Keep 'Em Moving - All of the types of play above limit the participation and movement of players. Once a player makes it all the way across, they are required to sit at their home lily pad and wait for a new game to begin. While this may be an appropriate way to manage some groups in some settings, keeping them moving may better meet the goals of setting such as a Physical Education class. Another variation that could be used with any of the types of play described above, keeps people moving. Try playing in a way that when frogs on any team successfully make it all the way across the road and river, they return (outside the boundaries) to their teams and attempt again when it is their turn.

### **Varying the Challenge:**

Over time, whether it is in the same session or over the course of a few sessions or even years, adding more or fewer characters can increase the challenge and provide variety to the game. Doing so will provide a novel setting to learn and grow in while maintaining the fun and adventure!

- Vehicles and Alligators - To vary the challenge, either increase or decrease the number of participants playing the role of vehicles and alligators.
- The Snake - As participants become more familiar with the activity and to increase the challenge, consider adding a snake in the sidewalk area. The snake must run the entire width of the playing area, from one side to the other, before being able to change directions. If tagged, a participant joins hands with and becomes part of the snake. Each player tagged by the snake joins hands with and becomes part of the snake.
- Logs - Another way to increase the challenge is to place a section of the mats or carpet squares throughout the river. Just as hula hoops (lily pads) do, these mats or carpet squares, representing logs, could also provide safe zones to frogs while crossing the river.
- Birds of Prey - Birds of prey could also be introduced, creating more varied challenges. Bird of prey circle - walk, jog, or run - around the river perimeter and may make one attempt at tagging a frog. To do so, the frog must not be occupying a safe zone - hula hoop or mats/ carpet squares - and the bird of prey may only move forward. Whether the attempt was successful or not, the bird of prey must circle the perimeter one full time before making another attempt.
- Frogger/Dead Ant - As in Dead Ant Tag, when frogs are tagged in either the road, the sidewalk, or the river, rather than returning to the starting line, they stay where they are, lie on their backs waving their limbs saying, "flat frog, flat frog, flat frog..." Other frogs may attempt to assist dead frogs by carrying them to the nearest safe zone. In order to move a dead frog, you will need four additional frogs (one for each limb). Any participant connected to a dead frog is safe from being tagged. Dead frogs may not be moved to the home lily pads.

<sup>7</sup>Folan, N., Aubry, P., Cavaluzzi, R., Childs, L., Collinson-Runnells, S., Krimm, A., . . . Wilson, M. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure. 79-83.



# FULL VALUE STOCK MARKET<sup>8</sup>



## Overview

Full Value Stock Market is a game of intense card trading resulting in the display of behaviors associated with an exciting and potentially stressful situation. Participants attempt to be the first to collect a set of matching cards representing helpful behaviors.

<b>Group Size</b>	10 or more
<b>Materials/Props</b>	9 index cards per person, markers
<b>Estimated Time</b>	15 minutes

## Set-Up

Prepare stacks of 9 blank index cards for each person participating in the activity.

## Framing

Say to the participants:

“As we share more time together, it is important that we identify healthy norms, or behaviors that will be helpful to the growth of our chapter. If you had to select one value, quality, or behavior that has been most helpful to our chapter and summarize it in one word, phrase, or symbol, what would it be?”

## Instructions

1. Distribute nine index cards to each participant. Ask them to think about one value, quality or behavior that is most helpful to supporting an individual or whole group. Give some examples (i.e., trust, listening to each other, no judgment, etc.). Have participants record the value, quality, or behavior on each of the nine index cards in the form of a word(s) or as a drawing or symbol. As an example, one participant may write “trust” nine times, one on each index card.
2. Collect and shuffle all of the cards.
3. Deal out nine cards, without showing what they are, to each participant. Ask them to not look at their cards until the rules have been explained.
4. State the objective: Be the first to collect nine of the same Full Value cards.
5. Explain the rules:
  - The game has no turns and everyone plays at once.
  - Players trade with one another by exchanging one to three cards without showing what they are.

- To trade, participants call out the number of cards they wish to trade until another participant holds out an equal number of cards. The two individuals then exchange the agreed-upon number of cards face down.
- Once a participant has all of the same Full Value cards, they must call out the Full Value Concept represented, ending the round.

## De-Brief

1. What were some of the values, qualities, or behaviors represented on the cards? Were any of these demonstrated by anyone during the activity?
2. What were other ways that you treated each other as you engaged in this activity of intense trading?
3. What behaviors would you like to continue? Are there any that your chapter could do without?
4. Let's put together a set of Full Value cards. These cards should be a set of behaviors that we all agree would be helpful to our individuals and chapter performance as we move forward. We can use them to check in or celebrate at anytime.

## Tips & Comments

- If using Full Value Stock Market as a way to create a group-generated Full Value Contract, consider recording each behavior, value, or quality as cards return to you and before shuffling the deck. Another way to achieve this is to separate one card from each person before shuffling all of the cards into one deck.
- This activity could be useful for IL HPP Chapters when establishing standards, codes of conduct, pledges, and/or creeds.

# GOAL MAPPING



## Overview

This activity is a way for your chapter to best determine what their goals are and which goals to focus their energy on within a certain time frame. Goal mapping will also allow your student leaders to consider all aspect of goal setting such as who to involve in the process, materials needed, attainable goals vs. reach goals, and realistic time frames.

<b>Group Size</b>	2 or more
<b>Materials/Props</b>	2-5 poster boards, markers
<b>Estimated Time</b>	30 minutes - 1 hour

## Set-Up

Start with a clean poster board and your colored markers. In the center of your poster board draw a circle and write your chapter name inside. Stemming out of this circle, draw a line to a few other circles (about 3 or 4) to create a “web”. These 3-4 surrounding circles will represent time frames for which your chapter should aim to accomplish their goals (i.e. by winter break, by spring break, before the end of the school year). This is now your goal map from which to work off of.

## Framing

Say to the participants:

“Setting goals can be an exciting process, however, sometimes we may struggle to understand exactly what steps to take to obtain our goals or what time frame is realistic for achieving these goals. Goal Mapping is a structured way of organizing the exciting process of setting goals for your IL HPP chapter. Developing the skill set of being able to determine the direction of your chapter, setting goals, prioritizing the goals, and executing your plan of action is not only valuable for your chapter but for each individual as well. Achieving goals is a wonderful feeling. Having an organized way of going about achieving your goals will ensure that the process is smooth and successful!”

## Instructions

1. **Lay the Groundwork:** Set up your goal map to reflect 3-4 time frames surrounding and attached to your chapter name.
2. **Make a Wishlist:** Set a timer for 5 minutes and allow all participants to give ideas for chapter goals that they would like to accomplish within each of the designated time frames. Dream Big!
3. **Prioritize:** After the 5 minutes, review the list you have generated with your students and determine which of the goals would make the most impact for your chapter. Once you have picked a few goals you would like to achieve, highlight the ones you will focus on.
4. **The Breakdown:** Choose one of the goals you have chosen to strive for and create a new map with that goal in the center.
5. **Add Specifics:** Now that you have your goal in the center of a new map, add details about how you will achieve this goal (i.e. time and place of activity, who is involved, who can help you achieve the goal, do you need approval from school administration, what materials will you need, and what are your specific deadlines along the way).
6. **Create a Timeline:** It may be helpful to number your tasks in the order in which they should be completed. From here you can delegate tasks to certain student leaders or create teams among your chapter members to complete tasks in a timely manner. This is the time to think about who will do what and by when and can help you achieve your goals in an organized and efficient way!

## De-Brief

This goal mapping process is a great way to teach participants about effective goal planning and the proper steps to take to achieve your goals. This process helps those participating to think critically about how to prioritize tasks and tends to bring out natural leaders. This is also a great way to get a team to work together collaboratively and efficiently toward a common goal. Teamwork is an overarching theme throughout this process.

1. Was this a valuable way to organize your goals and aspirations for your chapter?
2. Did everyone provide input and feedback in your group? Why or why not?
3. Why can putting your goals and timeline on paper be valuable?
4. What will be your next steps moving forward now that you've completed the activity?

## Tips & Comments

- This activity can be done with your entire chapter or you may break this up among smaller groups of your chapter members. For example: if you have sub committees within your chapter, they could each use this process to plan events or set goals for their specific committee.

# GPS-E<sup>9</sup>



## Overview

This activity acts as a metaphorical navigation device for setting goals. Individuals, groups, and teams can utilize this activity as a structure to set goals, guide behavior, and check-in.

<b>Group Size</b>	1 or more
<b>Materials/Props</b>	GPS-E goal setting sheet
<b>Estimated Time</b>	10-20 minutes

## Set-Up

Consider an appropriate space or time for goal setting.

## Framing

Say to the participants:

“Has anyone ever heard of a GPS? What are they used for?” GPS (Global Positioning System) devices are used to help us get where we want to go! They serve as a guide for when we get lost. They can help us get to our destination and can be referenced if we start to get off track. We will be using the newest goal setting device, the GPS-E, to guide us to achieve our goals!”

## Instructions

1. GPS-E is an acronym/mnemonic for goal setting.
  - Goal:** What is your goal?
  - Plan:** How do you plan to achieve your goal? How can you accomplish it? What action are you willing to take?
  - Support:** What support do you need from others in the group to achieve your goal? What support can you give? What resources are available to you?
  - Evaluate:** How will you know whether or not you have achieved your goal? What will you use for measuring and tracking your goal?
2. Assign partners or ask participants to find partners who will be their goal buddies!
3. Participants will complete their own GPS-E Goal Setting Sheet (Appendix p. 81).
4. Participants share and discuss their GPS-E's with their goal buddies, especially discussing what they need for support and ways that they can support each other.
5. Once participants have met with their goal buddies, they can share just their goals with the rest of the group.

## De-Brief

1. What did you find helpful through this activity?
2. How was it utilizing a goal buddy?
3. What did you learn about yourself through this activity?

## Tips & Comments

- Throughout the term of your chapter, have each pair of Goal Buddies check their GPS-E's with each other to see if they are on track, need to adjust, or completely re-set their goals. Consider recording these check-in's to track over time.

# GROUP JUGGLE<sup>10</sup>



## Overview

Participants in this activity can move in any way and any where they want while experimenting with different ways of throwing. The only thing that seems routine is the throwing pattern established prior to moving.

<b>Group Size</b>	10 or more
<b>Materials/Props</b>	one tossable object per person + few extra
<b>Estimated Time</b>	10-20 minutes

## Set-Up

No set-up required.

## Framing

Say to the participants:

“Establishing structure among a community is necessary for new members to feel grounded and safe. Let’s establish a structure that provides us with a place where we can play, explore, and grow.”

## Instructions

1. Begin with participants standing in a circle.
2. Establish a tossing pattern that begins and ends with one person, by tossing one object from one person to the next. When you toss the object, say the person’s name you are throwing to. The person who received the object will then say a fact about themselves. Repeat this pattern throughout the activity. Direct all participants to start with their hands up in front of them and once they receive the object to put their hands down to indicate that they have received the object and are already apart of the pattern.
3. Once the pattern is complete, have participants re-indicate who they threw to and who they received from.
4. Check the pattern by tossing one object through the pattern again.
5. Once the pattern is set and confirmed, send multiple objects through the pattern one after another. Allow for a few attempts at juggling as many objects as possible!
6. After participants have a good sense of the pattern, explain that they will now have the chance to move anywhere they wish and throw any way the want. For example, they may run around continuously or run, stop, walk, stop, run while throwing through their legs,

around their backs, with their sub-dominant hand, etc. Encourage movement and creative throwing.

## De-Brief

1. What did you notice as we began to move around and toss creatively?
2. How did it feel to be connected to others in the group?
3. In what ways can we use this information to create and sustain a healthy lifestyle?
4. Were your decisions to move or throw in a particular way influenced by the structure we established or the presence or lack of group members?
5. In what ways do other people and norms influence how we choose to act and interact?

## Tips & Comments

- This activity is a moving variation of Group Juggle developed by Circus Yoga. Circus Yoga is an engaging experiential blend of circus and yoga, developed by Erin Maile O’Keefe and Kevin O’Keefe. According to their website <http://www.circusyoga.com>, “CircusYoga is an invitation. Artfully designed to engage all ages. CircusYoga blends the consciousness of yoga with the communal celebration of circus.”

Variations:

- **Reverse and Forward:** Explain to participants that they can call “Reverse” to direct the group to toss their objects in the reverse or opposite direction. A “Forward” call directs the group to throw in the initial direction. You can also just call out “Reverse” or “Reverse direction” and see how the participants respond.
- **Varying Speeds:** Super Slow Motion to Super Fast: Varying the speed can offer a creative twist, inspiring different movements and perhaps some comedians in the group to emerge and shine! To do this, call out different speeds such as “slow motion”, “super fast”, “super slow motion”, etc. and allow participants to respond in whatever way they interpret that call of action.

<sup>10</sup>Folan, N., Aubry, P., Cavaluzzi, R., Childs, L., Collinson-Runnells, S., Krimm, A., . . . Wilson, M. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure. 103-104.



# HPP-GO



## Overview

Participants in this activity will have the opportunity to learn more about one of the four core science modules, sleep, all while playing the ever-so-famous game of BINGO!

<b>Group Size</b>	4 or more
<b>Materials/Props</b>	HPP-GO boards, writing utensils
<b>Estimated Time</b>	20-30 minutes

## Set-Up

Set-up this activity in a space where participants are either able to sit at tables or on the floor. Make copies of the HPP-GO boards for each participant found in the Appendix (p. 83).

## Framing

Say to the participants:

“Part of being involved in IL HPP is to recognize the important of how sleep, nutrition, mood and mindset, and chemical health all can affect your optimal performance! Today’s fun activity is going to specifically focus on the science facts of sleep.”

## Instructions

1. Provide each participant with an HPP-GO board (Appendix p. 83) and a writing utensil.
2. The participants will then need to fill their HPP-GO boards with the word choices to the right of the board.
3. The facilitator will then follow the instructions (Appendix p. 84) by reading the fact and have the participants guess which term it is and mark off the statement if it is on their board.
4. The goal is to get five terms in a row either across, down, or diagonal.

## De-Brief

1. What sleep fact was most surprising to you?
2. How can you share this information with others?
3. After hearing some of the facts about sleep, what will you change or do differently in your own lifestyle to better your sleep routine or habits?



## Tips & Comments

- This activity can be adapted to be more general in terms of the four science modules: sleep, nutrition, mood and mindset, and chemical health, by adding in other important facts and terms that relate to the other listed modules.
- It could also be helpful to have the facts listed via PowerPoint for visual learners to better understand the content as the facilitator is reading them aloud.
- For younger or newer learners, you can read both the term and the fact/definition as an adaptation to the instructions.

# JUMP IN, JUMP OUT<sup>11</sup>



## Overview

This activity can be used as a playful icebreaker, opener, or warm-up depending on when and how it is used. The activity begins by standing in a circle as participants respond to a progression of commands lead by the facilitator. The activity will advance from participants following directions to then doing the opposite followed by an additional challenge of commands. The result of the activity is often lots of mistakes, learning, and laughter! Jump In, Jump Out can inspire a variety of feelings of which may be briefly processed further.

<b>Group Size</b>	8 or more
<b>Materials/Props</b>	none
<b>Estimated Time</b>	15-20 minutes

## Set-Up

Have participants gather into a circle with enough empty space behind them to move back approximately 10 feet.

## Framing

Say to the participants:

“As a chapter, it can be difficult to live our own individual ideals as well as group ideals. This activity will require all of us to make fast responses as individuals who have great influence on the larger group.”

## Instructions

1. Provide the following instructions to all participants:
  - “Begin the activity by reaching out to the person next to you and hold their hand. I know this can be uncomfortable and awkward but I know you can do it!”
  - “Each round of this activity will become more challenging. It is important for us to be gentle on ourselves and each other as we move through this as one entity.”
  - “Now, as a group, say and do as I say by repeating after me. As an example, if I say, ‘Jump out!’ you say, ‘Jump out!’ and everyone takes a hop backwards. If I say, ‘Jump in!’ everyone says, ‘Jump in!’ and we all take a hop forwards together. Let’s practice a few times.”
2. As the facilitator, you will lead several commands such as: “Jump in!”, “Jump out!”, “Jump left!”, and “Jump right!”

3. Onto the next round! “Now you will say the opposite and do the opposite of each command. As an example, if I say, ‘Jump right!’ you say, “Jump left!” and you physically jump left.”
4. Lead several commands of saying the opposite and doing the opposite.
5. This is the final round. “This final round is the most challenging and confusing of all, because now you will say what I say, but do the opposite! For example, if I say, ‘Jump right!’ you say, ‘Jump right!’ but you all jump left.”
6. Lead several commands of saying what I say, but doing the opposite.
7. Bring this activity to a close by having all the participants bow together as a group.

## De-Brief

Say to the participants:

1. As members of this chapter, you play a very important role in helping your peers making positive and healthy decisions. What can you do to help your peers navigate through the pressure of school, work, after-school activities, and athletics and sometimes confusing ‘commands’ they come with?
2. Which round of this activity was the most complicated or confusing? Why?
3. How did you or others respond when your peers made a mistake?
4. Think back to the various experiences in your life. What moments stand out in your mind? Did anyone offer help or lend a hand to you at times when you felt confused or intimidated?

## Tips & Comments

- Allow individual participants to step, rather than jump, if needed. For some groups, it may be more appropriate for all participants to step rather than jump. Use your judgment to decide what will work best.
- Jump In, Jump Out can be lead without holding hands, however; it will impact others to a lesser extent but the key concepts will still remain.
- You can be creative and make additional rounds or substitute rounds as necessary. For example, other options could include: “say the opposite of what I say, and do what I say”, “say what I say, but move in any direction you would like while being mindful of yourself, others around you, and the space surrounding everyone.”
- You can create cue cards with the various rounds of Jump In, Jump Out for easier communication.
- This activity is adapted from an anti-bullying curriculum written by Michelle Wilson and Larry Childs for the North Andover Public Schools called *RAISE-’ing: Active Group Lessons for Bully Prevention and Social Skills Development* (Project Adventure, 2012).

<sup>11</sup>Folan, N., Aubry, P., Cavaluzzi, R., Childs, L., Collinson-Runnells, S., Krimm, A., . . . Wilson, M. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure. 105-108.

# NAME STOCK MARKET<sup>12</sup>



## Overview

Name Stock Market is a fun, noisy, enthusiastic card trading game resulting in the discovery of learning who is in the group. Participants attempt to be first to collect the letter of their name by trading with others.

<b>Group Size</b>	10 or more
<b>Materials/Props</b>	index cards
<b>Estimated Time</b>	15 minutes

## Set-Up

Distribute index cards to each person. Have them write each letter of their first name on individual index cards. For example, Ethan would need five index cards, and each one will have one letter, spelling their name with all five cards.

## Framing

Say to the participants:

“We can learn a lot about each other by playing games. The game we are about to play is a fast-paced, highly interactive game that could be stressful. It is modeled on playing the stock market. We will trade the letters of our names instead of stocks and have an opportunity to discover who is in our group. We might even discover how we treat each other in times of stress.”

## Instructions

1. To begin, collect and shuffle all of the cards.
2. Deal nine cards, without showing what they are, to each participant. Ask the participants not to look at their cards until the rules have been fully explained.
3. State the objective - be the first to collect the letters needed to spell your own name.
4. Explain the rules:
  - The game has no turns and everyone plays at once.
  - Participants trade with one another by exchanging one to three cards without showing what they are.
  - To trade, players call out the number of cards they wish to trade until another player holds out an equal number of cards. The two parties then exchange the agreed-upon number of cards face down.

- Participants may use any appropriate letter card to spell a name. In other words, players are not limited to the letter cards they wrote or produced. For example, if a couple of players were named, Aaron and Matt, either player could use the index card with the letter 'a' on it that they produced. Or, Aaron could use the index card with the letter 'a' that Matt produced. Likewise, Matt could use the index card with the letter 'a' that Aaron produced. Furthermore, if there was a participant named Brian playing as well, he could use the index card with the letter 'r' on it that he wrote or the one Aaron wrote. In summary, you can use any letter that spells your name, even if you didn't write it.
- When a participant has all of the letters needed to spell their name, they will call out, "I'm done, I'm done!" ending the round.

## De-Brief

Name Stock Market is a playful way to energize the group before asking people to introduce themselves, so you may not want to process it beyond sharing names after the trading has subsided. If you choose to process the experience, consider these questions:

1. How would you describe the general feel of the group as we played the game?
2. Did anyone feel the stress of the game? Did that affect how you traded with other people?
3. How does stress affect how we appear to others?
4. How can we care for ourselves and others in stressful situations?

## Tips & Comments

- **Level the Playing Field:** Since our names vary in the number of letters, level out the playing field by ensuring that everyone starts with the same number of cards. To do so, determine who in the group has the most letters in their name and give each player this number of cards. For example, Catherine has nine letters and has the longest name in the group, so all the participants will get nine cards regardless of how long their name is. Have each person write each letter of their first name on individual index cards, as noted in the set-up above. However, ask anyone with first names fewer than nine letters, such as Joe, to also use letters from their last name on they fill all nine cards. So if Joe Johnson was playing he would use, J O E J O H N S O.
- If there is a very long first name and a very short combination of first and last name that doesn't match the number of letters used in the longest, get creative! Use middle names or nicknames also.

Variations:

- **Active Name Stock Market:** To make Name Stock Market more active, spread hula hoops around the perimeter of a large space. Place a thirty foot rope in a circle directly in the center of the playing space. Add the following rules:
  - Agreements to trade must be made in the central circle created by the rope.
  - Trading may only occur in a hula hoop on the perimeter of the space.

—After each trade, a player must return to the center space and make another agreement to trade.

- **I Got Your Name:** If players are familiar with each other's names, play a variation where anyone can collect any name in the group. Once they collect all of the cards needed to spell the name of someone else in the group, have them yell out, "Mike, I got your name!"
- **Name Stock Market Co-op:** Try a more cooperative version by playing until everyone collects a set of cards that spell out their name in the shortest time possible. The group can then work toward their best time in three to five attempts. Participants must still trade without showing their cards. The cooperative version invites reflection associated with traditional teamwork and problem-solving activities, such as trust, commitment, communication, etc. It also integrates getting to know each other's names while setting goals.
- **Name Stock Market Co-opetition:** Lastly, a co-opetition version can be played by blending the competitiveness of the original version and the common goal of the cooperative variation given above. The objective of this variation is for everyone to collect the cards needed to spell their names in the shortest time possible. This would occur over the course of three to five rounds; however, each participant can earn individual points by collecting their name before anyone else. Points can be awarded to each player as they complete their individual tasks. Participants can track their individual points or times over the course of three to five rounds. While processing this variation, the exploration of self-gain and group gain can be profound.

<sup>11</sup>Folan, N., Aubry, P., Cavaluzzi, R., Childs, L., Collinson-Runnells, S., Krimm, A., . . . Wilson, M. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure. 142-144.

# PITBALL<sup>13</sup>



## Overview

Pitball is an engaging and interactive mix of dodge ball and speed ball. Participants avoid the tag of one or more balls (appropriate for dodge ball) thrown by the person who has possession. The participant with possession must adhere to some challenging parameters keeping the game fun, safe and challenging.

<b>Group Size</b>	10 or more
<b>Materials/Props</b>	index cards
<b>Estimated Time</b>	15 minutes

## Set-Up

Best played in a fenced-in area, pit, or space with walls, but an open space will work as well.

## Framing

Say to the participants:

“Let’s put our group norms to the test. Better yet, let’s play, and then reflect on how we played (or chose to play).”

## Instructions

1. Explain that this is a dodge ball kind of game in which anyone can be “it” when they have possession of the ball or balls.
2. Explain that the object of the game is to be the last person remaining in the game by tagging others with the ball and avoiding the tag of others.
3. State and demonstrate the rules:
  - Participants may not move (run, walk, crawl, etc.) when they are holding the ball. In order to move, they must put the ball on the ground or floor and may move the ball by hitting it with an open hand only. This includes a gentle tapping the ball back and forth between their hands. Also, they may not pick up the ball from the ground or floor.
  - Participants may flick the ball in the air with their feet, and then catch it with their hands before making a throwing attempt.
  - When the ball is in the air, participants may catch it. If it was thrown, the person who threw it is out.
  - If the ball contacts a person below the shoulders, they move outside of the area of



play. Again, participants who catch a ball that is thrown at them eliminate the person who threw it.

- The game begins by randomly tossing the ball in the air.
- A new game begins after everyone has been eliminated.

## De-Brief

On a spectrum from most to least, line up based on:

1. How fun this game was for you.
2. The action you took to make the game fun for yourself and others.
3. How safe you felt playing this game.
4. The action you took to make the game safe for yourself and others.

Now continue the de-briefing with the following questions:

5. What did you learn from these spectra?
6. What is the significance of having group norms that we are all committed to?
7. How did our group norms influence how you played this game?
8. How might our group norms or your own values influence decisions you make in other settings? Or what influences decisions you make in other settings?

## Tips & Comments

Variations:

- Add one or more balls, depending on the group and space size to increase action and activity.
- Allow participants to move without having to place the ball on the ground, attempting to “dribble” by hitting the ball up and down with their hands. Doing so is a risk as other players may intercept or deflect the ball away to change possession.

# ROLE WITH IT



## Overview

This activity helps participants prepare for or overcome obstacles for various situations they may face. By practicing dialogue, participants can become more comfortable with the topic being practiced so when it comes time to exemplify those in real life, they are ready to do so confidently.

<b>Group Size</b>	4 or more
<b>Materials/Props</b>	pre-written scenarios
<b>Estimated Time</b>	20-60 minutes

## Set-Up

Cut out the provided scenarios in the Appendix (p. 85) and/or create your own to distribute one (or more) to participants.

## Framing

Say to participants:

“Being prepared for conversations ahead of time can help us as leaders be more focused and intentional about what we say rather than being caught of guard or emotional in the moment. As leaders, we are faced with many challenges that often times we do not always talk about ahead of time. Through role playing scenarios, together you will have the chance to think through different ways of handling situations.”

## Instructions

1. Divide participants into groups of 2-4.
2. Distribute one (or more) scenario to each group.
3. Allow for approximately 10 minutes for participants to create a script and practice role playing their provided scenario.
4. Have groups (some or all, depending on time available), role play their scenario in front of the whole group.
5. Have a debrief discussion after each scenario.

## De-Brief

1. Would you be comfortable addressing this situation this way in real life? Why or why not?
2. What obstacles did your group face when addressing the scenario?
3. What are other ways that this could be handled (good or bad)?
4. What struggles do you face regarding this topic that may not have been addressed in this scenario? Let's talk through ways you can handle that.

## Tips & Comments

- More time or fewer participants may allow for more debriefing dialogue to talk through different variations or responses beyond what was presented.
- This activity can also be done with select volunteers in front of the room. This would allow the activity to be a visual aid for a lesson or topic being taught or discussed.

# SIMON SAYS<sup>14</sup>



## Overview

This activity can provide another perspective to demonstrate how important it is to stick to your personal limit no matter who is pressuring you to cross it.

<b>Group Size</b>	4 or more
<b>Materials/Props</b>	5 yellow dot stickers per student
<b>Estimated Time</b>	15 minutes

## Set-Up

Have participants gather around and provide each student 5 yellow dot stickers.

## Framing

Say to participants:

“We are going to play a game now that you may have played before. It is called Simon Says. Have you played it before?”

## Instructions

1. Ask students to take the 5 dots from their student name tents and stand in a circle, not touching (this may require moving chairs).
2. I am going to read off a list of activities. When I say “Simon says” before reading the activity, you should do the activity within 5 seconds. If I do not say “Simon says” you should not do the activity.
3. If you do what I asked when I did not say “Simon says” or if you do not do what “Simon says” in 5 seconds, you have to put a yellow dot on your shirt.
4. The goal is to get as few dots as possible.
5. Check for understanding by asking participants a few key questions about the game.
6. Using the activity sheet in the Appendix (p. 87), read the “Simon says” statements quickly. Make sure that those who do not do what “Simon says” and those who do something when you did not say “Simon says” put a yellow sticker on themselves.
7. Immediately after “Simon says: lick the bottom of your shoe” (and before any participants actually do it), say “Simon says: STOP!” loudly so that students realize the game is over.

## De-Brief

1. Which of the things Simon said did not require much thought before you did them? Why were they easy to do?
2. What did you think/feel when you were asked to suck your thumb or smell under your arm?
3. If you did not do something Simon said to do, why was it hard?
4. What did you think/feel when you were asked to lick the bottom of your shoe? If you tried to lick your shoe, what made you decide to do that?
5. What do young people your age get pressured to do?
6. What made you decide to so NO to licking your shoe? How did you feel when you drew that line or boundary?

## Tips & Comments

- This activity is intended to allow most participants to experience drawing their line or setting a boundary. For the activity to work best, participants must be excited about playing and winning, which means avoiding putting a yellow sticker on themselves. If they are eager to do what “Simon says”, they will be placed in an important dilemma when asked to lick their shoes. Most will refuse at this point. In this way, they experience drawing their line when they are feeling pressure to do something.
- While avoiding the dots is important during the game, it is not necessary to talk about the dots during the debrief. Participants should focus on what they were thinking and feeling as they experienced the activity. Winning and losing should be de-emphasized in the debrief in favor of thinking about how it felt to draw the line and why that might be hard to do sometimes.

<sup>14</sup>Marin, B. (2003). *Draw the Line Respect the Line: Setting limits to Prevent HIV, STD, and Pregnancy*. Scotts Valley, CA: ETR Associates. 18-21.

# SPOON JOUSTING TAG<sup>15</sup>



## Overview

This activity is an extension of Spoon Jousting first published by Karl Rohnke, and provides a great way of learning focus, balance, and strategy in which participants attempt to balance a ping pong ball on a spoon for as long as possible while avoiding the swatting spoons of other participants.

<b>Group Size</b>	8 or more
<b>Materials/Props</b>	1 ping pong ball per person, 2 spoons per person
<b>Estimated Time</b>	15-20 minutes

## Set-Up

Prepare an open space for this activity and have the materials needed to participate.

## Framing

Say to the participants:

“Have you ever experienced how challenging it can be to balance your own tasks when you are focusing more of your attention on someone else’s tasks? Keep this in mind as we play a game requiring focus and balance.”

## Instructions

Warm-Up:

1. Have participants find a partner.
2. Provide each person with one ping pong ball and two spoons.
3. Participants will prepare to play by getting in Spoon Jousting position - one spoon with a ping pong ball held a few inches away from their belly button and the other spoon with no ping pong ball extended towards their opponent.
4. On the cued start signal, all participants will attempt to dislodge the ping pong balls from their opponents’ spoon using the spoon without the ping pong ball.
5. Participants can shuffle forward and/or backward to avoid their opponents’ spoons
6. Once a ping pong ball falls off the spoon, participants will need to reset and play again.
7. Play for a few moments until the game is understood.

## Round 1: Spoon Jousting Tag

- Repeat steps 1-4.
- Instruct participants to balance and hold the ping pong ball in one of their spoons, leaving the other spoon empty.
- On the start signal, participants move around while balancing the ping pong ball on their spoon.
- Participants will attempt to knock the ping pong ball off the spoon of other players using only their empty spoon.
- Participants who got their ping pong ball knocked off the spoon must stand still where they are. The activity can be played until there is one obvious winner.

## Round 2: Look Out!

- During round two, participants who are required to remain still since they no longer have a ping pong ball on their spoon, may attempt to knock the ping pong balls off of other players' spoons, using one of their empty spoons.

## Round 3: Help!

- A third round can allow a participant who still has their ping pong ball on their spoon to help another participant by scooping ping pong balls off the group and placing them back on the spoon of a participant who is unable to move. Once the ping pong ball is on the spoon, that participant is free to move again and continue playing the activity as instructed.

## De-Brief

Say to the participants:

1. Did you focus more on your role of balancing your own ping pong balls or did you focus more on dislodging the ping pong balls of others?
2. What might you have noticed about your ability to balance and focus on yourself?
3. How could this activity be helpful in some of your every day tasks or tasks within your chapter?

## Tips & Comments

- Encourage participants to not run during this activity.
- The first round of this activity implies a more competitive approach to Spoon Jousting Tag in which players are eliminated with the outcome of only one winner. More participation opportunities will emerge in the second round. The third round will show a wider variation of the physical skills needed to play the activity.
- Choose the variation that best meets your given goals or specific learning themes.

<sup>15</sup>Folan, N., Aubry, P., Cavaluzzi, R., Childs, L., Collinson-Runnells, S., Krimm, A., . . . Wilson, M. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure. 192-193.

# TABLECLOTH



## Overview

Tablecloth is a summary activity for groups of 4-10 to highlight the goals and purpose of IL HPP and how healthy choices can impact your ability to perform optimally.

<b>Group Size</b>	4 or more
<b>Materials/Props</b>	plastic tablecloth, permanent markers, tennis balls, scissors
<b>Estimated Time</b>	10-15 minutes

## Set-Up

Lay the tablecloth flat either on a table or the ground. Have participants surround it.

## Framing

Say to the participants:

“Being a student leader can be hard. There is a lot to balance both academically and socially. This activity can guide us through the importance of healthy choices and their impact on your performance.”

## Instructions

### Phase I:

- Have students stand around a plastic table cloth. Go around the circle or one at a time sporadically offer responses to the following questions. Try not to duplicate answers:
  - “Take turns writing or drawing aspects of your life that impact your performance” (ideal responses: sleep, nutrition, mood, drug use, etc.)
  - “Second, take turns writing down types people in your life that positively support you in making healthy decisions” (ideal responses: parents, siblings, friends, teachers, etc.)

### Phase II:

- Once you have a good number of responses, have each participant stand up and grab on to the side of the table cloth. Instruct them:
  - “Your task as a team is as I throw these tennis balls onto the table cloth, you must keep them continuously moving on the table cloth without letting them fall



off. Everyone must participate in keeping these tennis balls on the table cloth. Any questions?”

- Then ask the question:
  - “One person, name some thing or responsibilities in your life that you have to juggle” (homework, sports, household chores, etc.). Get one answer at a time. For each answer, add a tennis ball to the tablecloth and allow the group to adjust to managing one more task. Repeat. For the purposes of this activity, you will not need more than 4 or 5 tasks (tennis balls).

### Phase III:

- When the group has reached a level of comfort keeping the tennis balls moving, ask the rhetorical question:
  - “Now what do you think might happen if you begin to lose the components in your life that help you support the ability to perform these tasks well?” Call a pause to them juggling the tennis balls and cut out one component of their performance from the tablecloth (sleep, friends, nutrition, family, etc.). Have them begin again juggling the tennis balls with the hole in the way.
- Have them reflect on how this changes their ability to maintain their performance in tasks:
  - “Is this more or less difficult to keep your responsibilities moving forward successfully?” “How does this change the dynamic of being able to keep your tasks going? How does this change the dynamic of being able to working as a team?” Pause again and cut out another word and restart. Continue until it gets too difficult.

## De-Brief

In asking group to reflect, ask questions and help them reflect that when they lose components of impactful performance (sleep, nutrition, mood, non-substance use) and their positive support systems (friends, teammates, family, etc.) that performing at their best becomes much more difficult.

1. How did the task of juggling responsibilities (tennis balls) change when you began to lose the support systems you had in place (holes)?
2. Did it become easier or more difficult to communicate as a team to accomplish the task?
3. How would it impact the whole group or a team if one or a couple of members began to lose aspects of their optimal performance (holes of sleep, nutrition, family support, etc.)? How might teammates respond?

It is important for them to make healthy choices so they can perform at their best. However, it is just as important for their teammates and friends to do the same so they can serve as a support system for each other and perform optimally as a group.

## Tips & Comments

- Possible modifications: Difficulty of this activity can be modified by number of tennis balls used, size of tablecloth, size of holes cut, instruction for speed of maintaining tennis ball movement, etc. This activity could also be used for specific groups or teams – the contents of the tablecloth stay the same but the tennis balls could represent tasks, drills, or goals that the teams have for their year or season.

### **Case by Case Scenarios and How to Process:**

- Sporadic shaking or no control of table cloth movement/ unable to keep tennis balls from flying off edge of tablecloth
  - Encourage team to refocus on the task in the most effective manner:
    - “What helps teams like yours complete tasks in efficient/optimal ways?” (communication, planning, thoughtful implementation)
    - “What were the objectives given to your team?” (keep tennis balls moving and on tarp)
    - “What are some things your team can do to better implement the objectives?” (communicate, move slower, lower tarp, be more strategic)
- Using hands to cover up holes
  - Option A: address as if this was a solution to help support your team members:
    - “I noticed some tried to cover up the holes in order for the team to be successful. What could this represent in real life if you were trying to support team members who were struggling?”
  - Option B: address as if they were covering up a problem and not working around it:
    - “I noticed one strategy was to cover up a hole and not recognize that as a gap the team was facing. How might a team work to mend that hole in more effective ways?” (talking to teammates, getting their teammates extra help support, being there to support team mates in nonjudgmental way)

# TRAINERS MIRROR<sup>16</sup>



## Overview

Trainers Mirror is a challenging and mind twisting activity where participants will work in partners and have to use quality communication skills and teamwork to complete the task at hand.

<b>Group Size</b>	2 or more
<b>Materials/Props</b>	trainers mirror worksheet, small mirror, writing utensil, blank paper
<b>Estimated Time</b>	10-20 minutes

## Set-Up

Participants should be divided into partners. Each pair should be provided a small mirror and four sheets of paper with the figure found in the Appendix (p.88).

## Framing

Say to the participants:

“Have you ever experienced a time where you think you are heading in the right direction but suddenly you are taken down the wrong path? We are going to work in partners to avoid going down the wrong path.”

## Instructions

1. Have one partner hold the mirror facing their partner, positioned so their partner can see the figure in it, while also holding a separate piece of paper to block them from seeing the pattern on the actual paper.
2. Assign them the task of tracing between the parallel lines, starting at the number 1 and continuing on around the figure without taking their eyes off the mirror.
3. Partners will then switch roles giving the other partner the opportunity to draw.
4. Round 1: will be measured by quality (straightness of lines) for each partner.
5. Round 2: will be measured by speed of completion for each partner.

## De-Brief

1. What difficulties did you face with the task? How did you handle your frustration?
2. How did Round 1 compare to Round 2? Does speed help you or hurt you? Talk about the difference of accuracy and speed and the need for both in real life situations.

3. What were the obstacles and resources in this activity? What are the obstacles and resources in your life?
4. How do you handle situations when they seem backwards (like the design in the mirror was)? (talk about obstacles in life, mind games, repetition/practice)
5. How did the interaction with your partner help or hinder your success with this activity?

## **Tips & Comments**

Adaptations:

- Instead of using the star image, create an image reflective of your chapter or project.
- For further challenge, ask participants who are tracing the star to use their non-dominant hand.

# TRAFFIC SIGNS<sup>17</sup>



## Overview

This is an activity to navigate group-generated norms. The group is challenged with establishing some broad group norms. Traffic Signs is an effective way to raise awareness of desirable and undesirable behaviors while efficiently checking in throughout the adventure together.

<b>Group Size</b>	4 or more
<b>Materials/Props</b>	3 pieces of flip chart paper per group and markers
<b>Estimated Time</b>	15-20 minutes

## Set-Up

Write the word “Go” at the top of one sheet of flip chart paper. Write “Yield” on another and “Stop” on another.

## Framing

Say to the participants:

“Traffic sign can help us navigate out in the world. They can also help us to navigate among ourselves, as members of a working group giving us direction, and an understanding of the expected.”

## Instructions

1. Ask participants to discuss and record behaviors that will help your chapter to succeed on the sheet labeled “Go”. These would be behaviors that they want to “Go” with.
2. Ask participants to discuss and record behaviors that may be distracting to progress on the sheet labeled “Yield”. These are behaviors they would like to be cautious of.
3. Finally, ask participants to discuss and record behaviors that hinder a group’s ability to succeed and lead to disengagement and distrust on the sheet labeled “Stop”. These are behaviors that should “Stop” or rarely happen.

## De-Brief

1. How does exploring group behaviors and expectations provide direction for a group? Why is direction important?
2. How are these lists going to help us? How are we going to remember what we discussed?
3. Have you ever discussed norms in a group before? Are they helpful?



## Tips & Comments

- Post the signs in a visible location to refer to in the future. Periodically ask participants or chapter members to evaluate their progress according to what is written on each sheet.
- Consider using this model for project planning, recruitment, or message distribution. Could also be used as an individual activity for personal goals.

<sup>17</sup>Folan, N., Aubry, P., Cavaluzzi, R., Childs, L., Collinson-Runnells, S., Krimm, A., . . . Wilson, M. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure. 225-226.

# TRUST LINE<sup>18</sup>



## Overview

Trust Line is a dynamic and collaborative version of a Three Person Trust Fall. One person puts their trust in the entire group as they lean back and forth, believing that their teammates will be there to spot them as the previous spotter leaves.

<b>Group Size</b>	10-15
<b>Materials/Props</b>	none
<b>Estimated Time</b>	20 minutes

## Set-Up

No set-up required.

## Framing

Say to the participants:

“Have you heard the saying, ‘I’ve got your back’? What does that mean to you? Would you agree that it is helpful to trust many people in your life? During this activity, you will have a chance to put your trust in everyone in your chapter.”

## Instructions

1. Introduce this activity after sufficient practice of spotting trust falls has occurred.
2. Check in regarding the chapter’s trust in each other and confidence in their spotting skills.
3. Ask for a volunteer to be the leaner.
4. Direct the group to form two lines, one facing the back of the leaner, and one facing the front.
5. Explain that the activity is very similar to a Three Person Trust Lean, with the leaner leaning towards the first spotter in either line. The difference is that, after spotting, the spotters leave and progress to the end of the other line. Each time a spotter leaves, a new spotter (the next person in line) steps up to take the previous spotter’s place.
6. The leaner then initiates the activity with verbal communication to ensure that everyone is ready. Verbal communication is critical!

**Leaners:** “Spotters ready?”

**Spotters:** “Ready!”

**Leaners:** “Leaning.”

**Spotters:** “Lean Away!”

7. After a clear verbal exchange of readiness, the leaner leans in either direction, spotted by the first spotter in that line. The spotter provides the leaner with just enough momentum to lean toward the opposing spotting line.
8. After spotting, the spotter moves to the opposite line. Direct spotters of each line to move from one line to the other on opposite sides of the leaner to avoid collisions.
9. Continue this exchange of spotters, until the leaner asks to stop or enough time has passed.
10. Complete the experience by having the current spotters place their hands on the leaner's shoulders.

## De-Brief

1. What was it like to be a leaner? What was it like to be a spotter?
2. Were there ever any moments of doubt? How was that communicated? How did people respond?
3. What does trust in others feel like? How was trust demonstrated in this activity?
4. In what ways did we care for ourself and others?
5. How does caring for and trusting yourself and others help to support a healthy lifestyle?

## Tips & Comments

- While adding names to the verbal communication may be necessary for safety, it also personalizes the experience adding great value to the activity. It reinforces the connections that participants have with one another.
- Allow the leaners to choose if they want to hear verbal cues from each new spotter or if they would prefer to trust in silence that someone is there to spot them.

<sup>18</sup>Folan, N., Aubry, P., Cavaluzzi, R., Childs, L., Collinson-Runnells, S., Krimm, A., . . . Wilson, M. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure. 225-226.



# **NOTES:**





# APPENDIX



# 52CARD PICK-UP

Use these examples or create your own by cutting out each individual rectangle and attaching them to each playing card!

Gather everyone who is playing the game to do the wave. Complete 3 rounds of the wave.	Do jumping jacks while making an animal noise for 30 seconds.	Complete 10 push-ups while singing the alphabet.
Shake everyone's hands participating and say, "hello!"	Ask 3 people what their favorite snack is.	Sing the entire song, "Twinkle Twinkle, Little Star" somewhat loudly.
Smile as hard as you can without showing your teeth for 30 seconds. Make sure you are noticed by others!	Compliment 5 people!	Share a fun fact about yourself with 3 people.
Look into someone's eyes for 10 seconds. Don't forget to smile!	Lightly step on 5 people's feet and lightly grunt when you do it.	Get down on both hands and knees and bark like a dog for 10 seconds.
Moo like a cow until someone else moo's with you.	Using as many shoes as you can get, build the tallest free-standing pile of shoes that you can in one minute.	Yell, "STOP!" (and stop what you're doing) Yell, "Drop!" and get down on the ground. Yell "Roll!" and roll back and forth for 10 seconds. See how many people join you.
Shake someone's hand for 30 seconds counting to yourself silently. If this person pulls away early, find a new person and start over.	Make 2 people laugh without talking.	Using your finger, write "leader" on someone's back. They must correctly identify the word you are writing. You cannot talk!
Thumb wrestle with someone for 3 rounds.	Clap non-stop for 1 minute!	Invite 2 people to sing. "Row, Row, Row Your Boat" with you for 3 rounds and act it out.
Find a pen and paper and give someone your autograph.	Gesture "reading a book" to another person without talking or writing it. Keep doing it until they guess it right.	Lie down on your back, with your arms and legs in the air, wiggle and yell, "Dead Ant, Dead Ant, Dead Ant" for 10 seconds.
Pretend to be a bus driver and get as many people as possible to ride your bus!	Stand on one leg for one minute. No talking!	Tap each person's shoulder and make them look the wrong way.

Find out who has the closest birthday to you.	Pound your chest until you get 3 other people to do the same thing. No talking!	Make up a handshake with someone, and then go teach the handshake to another pair.
Play, "Rock, Paper, Scissors" with someone until you win three times directly in a row.	Secretly "ghost" or "shadow" someone for 15 seconds. If you are noticed, start again with a new person.	Tell 4 people what your favorite holiday is.
Line up everyone by name alphabetically from A-Z.	Ask 5 people to each name one president. Names cannot be repeated.	Pat your head and rub your belly for 10 seconds while having your eyes closed.
Say and touch your "Head, Shoulders, Knees, and Toes" while speaking in reverse order.	Lip sync, "Mary had a little lamb" until someone guesses it right.	Get all participants to do a "kick line" for 30 seconds.
Play Duck, Duck, Goose for 2 rounds with 5 people.	Crab walk the entire circle of the group one time around.	Take off your shoes and socks and pretend to stomp grapes for 30 seconds.
Play leap frog with 6 people.	Play telephone with 4 people with this phrase, "IL HPP is about leadership development, scientific facts to live a life of optimal performance, and being your best self!"	Pretend to gallop like a horse saying, "YeeHah!" and tipping your hat for 15 seconds.
Twirl in a circle, 5 times!	Plank for 30 seconds.	Crow like a rooster, 7 times!
Find out who is the oldest in the group.	Give out 10 high fives!	Pretend to be a race car driver. Circle the group twice!
Play fake jump rope with 3 people for 1 minute.		

Additional spaces are remaining if you want to add your own ideas or suggestions to the playing cards!

# CROSSTOWN CONNECTIONS<sup>19</sup>

- 1. Happy Salmon:** Two people face one another and extend arms and hands as if to perform a regular handshake. Instead of shaking hands, they tap each other's forearms like a fish's tail and say, "ey, ey, ey..."
- 2. Milking the Cow:** Two people face one another. One person creates the cow's utter by interlacing fingers with thumbs pointing up keeping fingers interlaced, they then rotate their wrists and extend their arms to turn their thumbs pointing down. The other person then performs the duties of the dairy farmer by gripping the utters, their partner's thumbs, with both hands and begins milking by gently pulling downward on each thumb. During the exchange, the cow "mooooos" and the dairy farmer makes the sound of milking, "squirt, squirt, squirt..."
- 3. The Lumberjack:** Create a thumb on thumb stack. One person extends the "thumbs up" gesture. The other person grabs their partner's thumb and extends their thumb. Repeat until all four hands are stacked on top of one another. Participants move this handshake with a push and pull motion, back and forth, with the deep repetitive sound of "hey, hey, hey..." that gets louder and faster as it continues.
- 4. Wild Turkey:** Two people set up as if to give each other a High 5. However, one person spreads their fingers wide, making the feathers of the turkey, while the other makes a fist and extends their thumb, making the body and head of the turkey. They then connect these turkey parts, making a whole turkey complete with commonly associated turkey noise "gobble, gobble, gobble..."
- 5. Top Gun:** Two people, walking toward each other, set up as if they are going to High 5. However, they miss or pass through the High 5 at the height of their extension and rotate their hands forward and down at roughly the same speed. They touch hands, or catch the five, just as each person reach the lowest point of their rotation.
- 6. Fist Bump:** Two people face one another, extend one of their arms and a closed fist toward their partner, until they gently bump fists.
- 7. Captain Hook:** Two people facing each other make a fist, then extend and hook their index or pointer fingers on the right hand. They then hook each other's fingers and exclaim a classic pirate greeting, "Argh!"
- 8. Between the Legs:** Two people turn their backs to one another, bend over and reach through their legs to shake hands, pulling gently back and forth.
- 9. Skydiver:** Two people balance on one foot, extending the other behind them and lift arms out to the side, creating wings like an airplane. They then bring one of their arms toward one another and grasp hands while shaking and raising a fist on the other arm, all the while making a face depicting that of a skydiver's excitement or concern during the free fall.

**10. Sumo Wrestler:** Two people face one another. Each person establishes a solid base by stomping the right foot then the left foot into the semi-squatting position of a sumo wrestler. They then make fists with both hands and extend their arms out to the sides, yet low at waist level and slightly in front of the body. Displaying their best sumo wrestler faces accompanied with their best sumo grunt confirms the greeting.

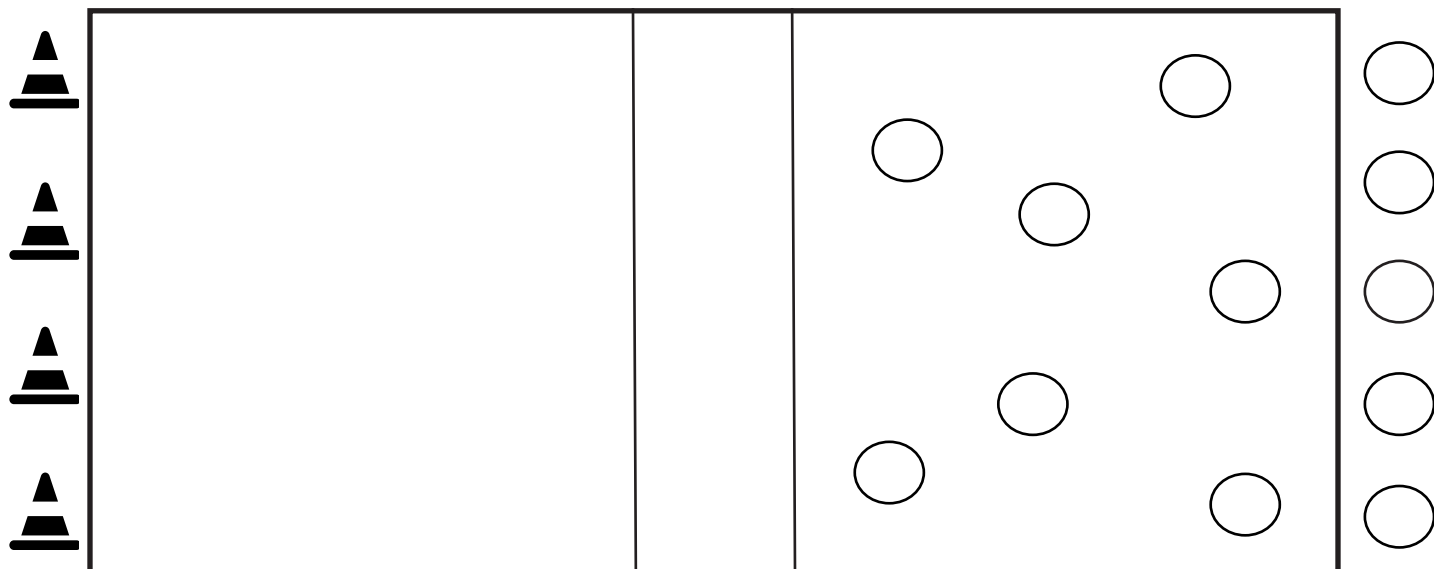
**11. Do-Se-Do:** Two people face one another, interlock elbows, and satisfyingly spin without bumping into any other pairs.

**12. Fishing:** One person initiates this greeting by pretending to cast a line from an imaginary fishing pole toward someone with whom they make eye contact. The other person is hooked and in a fish-faced, flip-flopping frenzy, fins and all, acts out the fish on the line. The fish face is executed by puckering the lips and sucking in the cheeks. Typically, fins are displayed by both hands fingers up fluttering on the associated cheek. The flip-flopping frenzy is portrayed best by randomly jumping and wiggling the head back and forth while in the air.

**13. Lawn Mower:** Two people grip left hands by gripping each other's thumbs. With their right hands, they make a pulling motion, as in pulling the imaginary fly wheel tab to start the lawn mower. To do so, each person should make a fist as if they were gripping around a handle, extend their arms, and then pull back towards their bodies bending at the elbows. Once the imaginary mower has started, partners release their grips and move on pretending to mow the lawn.

<sup>19</sup>Folan, N., Aubry, P., Cavaluzzi, R., Childs, L., Collinson-Runnells, S., Krimm, A., . . . Wilson, M. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure. 292-298.

# FROGGER<sup>7</sup>



<sup>7</sup>Folan, N., Aubry, P., Cavaluzzi, R., Childs, L., Collinson-Runnells, S., Krimm, A., . . . Wilson, M. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure. 79-83.



# GPS-E

Goals, like GPS devices, are used to get us where we want to go. They are a guide for when we get lost, yet sometimes may even cause us to get confused or lost. They help us to grow and provide a reference if we feel off track or desire positive affirmation. GPS-E is a four part goal setting process which this worksheet will take you through.

## GOALS:

1. What are your short-term and long-term goals? Both personally and as a group/chapter? Jot down 3-4 goals below.

## PLAN:

Determine a plan, or series of action steps, that will enable you to achieve your goals. Questions to consider:

1. How do you plan to achieve the goal?
2. How will you accomplish it?
3. What actions are you willing to take to achieve your goals?

**GOAL #1:** \_\_\_\_\_

**Action Steps:**

1.

2.

3.

4.

**GOAL #3:** \_\_\_\_\_

**Action Steps:**

1.

2.

3.

4.

**GOAL #2:** \_\_\_\_\_

**Action Steps:**

1.

2.

3.

4.

**GOAL #4:** \_\_\_\_\_

**Action Steps:**

1.

2.

3.

4.

# SUPPORT:

During this section of the worksheet, it's important to acknowledge that goals are more likely achieved with the support of others.

1. What support do you need from others in the group to achieve your goal?
2. What resources are available to you?

<i>Support for Goal 1:</i>	<i>Support for Goal 2:</i>
<i>Support for Goal 3:</i>	<i>Support for Goal 4:</i>

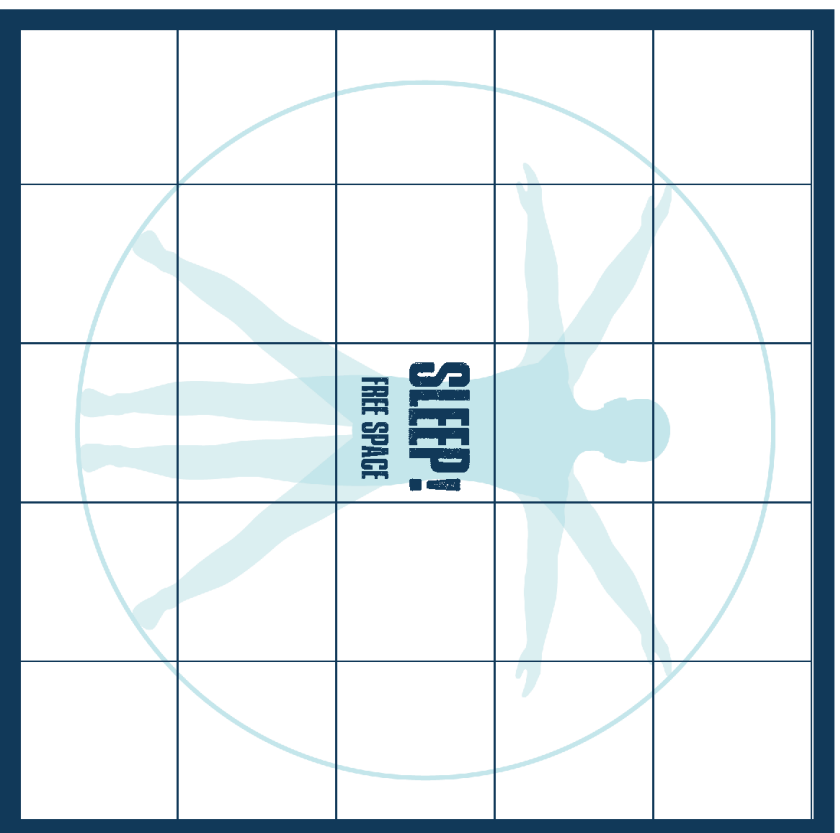
# EVALUATION:

Evaluating your goals can remind you to track the progress of the goal and make adjustments and/or refinements as needed. Write your goal on the left and in the right column, jot down how you would evaluate.

1. How will you know whether you have achieved your goals?
2. What will you use for measuring and tracking your goal?

Goal #1:	
Goal #2:	
Goal #3:	
Goal #4:	

# H P P G O



**FILL OUT YOUR HPP-GO CARD WITH THE FOLLOWING WORDS BEFORE THE GAME BEGINS!**

- HGH
- REM
- Rest & Recovery
- 8 hours
- CNS Readiness
- Muscle Gain
- Sleep Debt
- Stress
- Melatonin
- Regular Bedtime
- 1.5-2.5 hours
- THC & Alcohol
- Poor Nutrition
- Sleep Inducing Food
- Bedtime Routine
- 6 hours
- Caffeine
- Blue Light
- 90 Minutes
- Sleep Environment
- Learning
- GPA
- Mental Health
- Naps

# H P P G O

**RANDOMLY SELECT THE ORDER OF WHICH DEFINITIONS YOU READ ALOUD FOR STUDENTS TO IDENTIFY AND MARK THE CORRESPONDING TERM OR PHRASE ON THEIR CARD. WHEN HPP-GO IS CALLED, STUDENTS WILL NEED TO IDENTIFY THE CORRECT TERMS OR PHRASES OF THE DEFINITIONS READ ALOUD.**

- HGH:** most critical hormone for growth produced when sleeping
- REM:** state of “Rapid Eye Movement” sleep that is critical for body repair, and central nervous system energy recovery
- Rest & Recovery:** the process your muscles, organs, and body go through during sleep
- 8 hours:** the number of hours of sleep you should get each night
- CNS Readiness:** your central nervous system’s state of being prepared to perform at its best; achieved through the sleep recovery process
- Muscle Gain:** the majority of muscle repair and growth occurs during sleep when hormones are released. Without adequate sleep, this is greatly diminished
- Sleep Debt:** a lack of enough, regular sleep leading to lapses in attention, alertness, and reactivity
- Stress:** any form of this decreases the body’s ability to recover
- Melatonin:** the sleep hormone needed to make the brain tired; its production is limited when exposed to blue light
- Regular bedtime:** allows for consistent production of HGH
- 1.5-2.5 hours:** the number of hours your body should be in active REM sleep for optimal recovery
- THC & Alcohol:** this active ingredient in marijuana and other drug use decreases your body’s ability to achieve REM sleep and impact the release of HGH, testosterone, and other hormones
- Poor nutrition:** it has been found that the less you sleep, the more you may crave sweet, greasy, and/or salty food
- Sleep Inducing Foods:** bananas, yogurt, milk, rice, grapefruit, kiwi, oats, turkey, cherries, walnuts, and/or almonds may help your body fall asleep
- Bedtime routine:** having a consistent routine prior to bed, excluding technology, aids your body in falling asleep
- 6 hours:** the number of hours prior to bedtime you should stop caffeine consumption
- Caffeine:** in the form of coffee or energy drinks should never be used to compensate for lack of sleep. This replacement is unequal and causes future reliance on this substance and does not compensate for poor sleep choices
- Blue light:** used in most screen-based technology. It causes disturbances in the central nervous system which then decreases the body’s ability to emit melatonin at bedtime
- 90 Minutes:** ideally, the number of hours you should not use technology before bedtime
- Sleep Environment:** the ideal space to sleep is in total darkness, complete quiet, and temperatures of 68-72°.
- Learning:** too little sleep leads to higher levels of distractibility, lack of focus, inattentiveness, and lower levels of motivation in academics and more
- GPA:** these academic scores can be improved during REM sleep when short-term information is transferred to long-term memory
- Mental Health:** sleep regulates neurotransmitters which impact our mood. Sleep helps eliminate stress hormones, which in turns helps make us happier and able to better regulate our mood
- Naps:** a 20-30 minute boost that can increase energy mid-day; any longer will cause you to enter REM sleep and feel groggy

Developed and funded in whole and/or part, by the Illinois Department of Human Services and/or Substance Abuse and Mental Health Services Administration. The views, opinions, and content of this publication are those of the authors and contributors, and do not necessarily reflect the views, opinions, or policies of IDHS, SAMHSA, or HHS, and should not be construed as such.



# ROLE WITH IT

## Commitment and Accountability

You hear some team members talking about going to a party that will have alcohol this coming weekend. You know as a team that you have all agreed to a zero tolerance mindset. Role play how you would go about addressing this with your team members.

You are starting your senior year and have been one of the leaders of your IL HPP Chapter for over a year and half. Knowing that you will be graduating soon, role play how you will begin to mentor other peers to take on the role(s) you have had.

## Establishing Group Norms

You are co-leading your first chapter meeting of the year and trying to share with meeting attendees what IL HPP is all about and the type of healthy lifestyle you and your chapter members are dedicated to having. Role play how you would lead a discussion about what your chapter values are and what behaviors are and are not accepted as a group.

You are at your high school's feeder middle school teaching a class and leading a lesson for middle schoolers about your chapter, the IL HPP lifestyle, and what you do. Never having been in this classroom before, role play how you can introduce yourself and set some ground rules for how you would like your audience to behave during your session.

## Goal Setting

You have just joined a planning subcommittee for an upcoming event your chapter would like to host. As ideas start flying in your group discussion, you recognize there is little focus or organization for the planning process. Role play how you might interject to lead a more organized, goal oriented planning discussion.

It is the beginning of the school year. You are looking at all that you have planned for the upcoming months and trying to strategize how you can organize yourself and set clear, achievable goals for the things you are involved with. Role play a conversation with yourself, your friends, and others you can rely on to help you create a successful plan for the year.

## Overcoming Obstacles and Conflict

You have had a close group of friends for the past 2 years in high school but have begun to see that 2 of the friends in this group have not been getting along lately and are causing a lot of tension for others. Role play how you might handle this situation.

A friend of yours has taken on a lot of responsibilities at school and at home. In addition to being enrolled in several AP classes, they are a 2 sport athlete, are a part of 3 or 4 clubs, and are responsible for watching their younger siblings in the evenings and on the weekends. Lately their mood has changed significantly, they look really tired, and they have become distant. Role play how you might be able to talk to them, help them reach out to others for help, and/or help them make a plan moving forward.

## Responsible Decision Making

Your team is out of town together competing at a conference. You have been training for this moment for months, if not years. Some of your team members want to stay up late, watch movies, and eat junk food. Others are encouraging everyone to get to bed early. Role play this scenario and the conversation that might occur.

You go over to a friend's house on Friday night expecting to watch a movie and hang out. There are a few other people at there when you arrive and you see a couple of your friends. After hanging out for a few minutes you notice one of your friends looks uncomfortable being there. Your eyes drift across the room to another friend who you then recognize is drinking. Role play this scenario and what you could do next.

# SIMON SAYS<sup>14</sup>

## **Practice:**

Simon says: scratch your head.

Simon says: pull your ear.

Lift your foot.

## **Statements:**

Simon says: put your finger on your nose.

Put your elbow on your knee.

Lick your lips.

Simon says: stick out your tongue.

Simon says: wiggle your nose.

Blow a kiss.

Simon says: try to touch your ear with your tongue.

Cross your legs.

Simon says: take off your right shoe.

Simon says: put your hand on your head.

Simon says: shake your head.

Smell the inside of your shoe.

Simon says: put your elbows on your knee.

Simon says: suck your thumb.

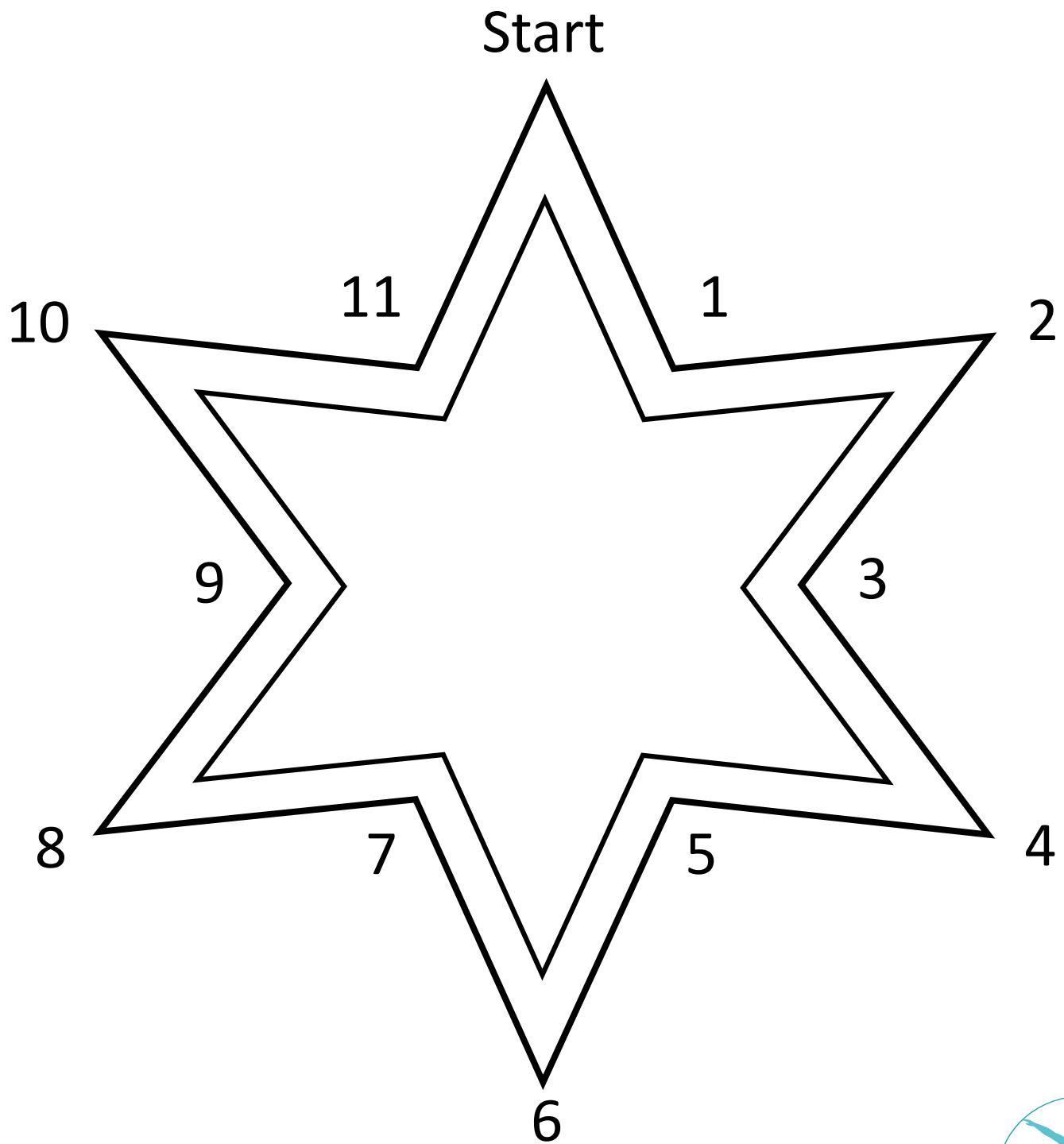
Simon says: smell under your arm.

Simon says: touch your chin.

Simon says: lick the bottom of your shoe. \*pause\* Simon says: STOP!

<sup>14</sup>Marin, B. (2003). *Draw the Line Respect the Line: Setting limits to Prevent HIV, STD, and Pregnancy*. Scotts Valley, CA: ETR Associates. 18-21.

# TRAINERS MIRROR<sup>16</sup>



<sup>16</sup>McKenna, B. (n.d.). *The Trainer's Mirror* [An Experiential Activity]







Life of an Athlete  
Human Performance Project



APPLIED  
PERFORMANCE  
SCIENCES

This was developed and funded in whole and or part, by grants from the Illinois Department of Human Services and Substance Abuse and Mental Health Services Administration. The views, opinions, and content of this publication are those of the authors and contributors, and do not necessarily reflect the views, opinions, or policies of IDHS, SAMHSA, or HHS, and should not be construed as such.