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**NOTE: Use the sidebars provided on all game pages to make notes for future reference.**

# DON'T LOOK AT ME

## Game Objective:

- To avoid eye contact with other players in the circle.

## Equipment:

- None.

## Setup:

- Players stand in a circle.

## Instructions:

- The instructor gives the following instructions:
  - Look down at your feet.
  - Look up directly into the eyes of someone else in the circle (not the player immediately to the right or left).
  - If the player you are looking at is not looking at you, then you are safe. If they are also looking at you, the two of you are eliminated.
  - If you are eliminated, meet and tell your partner two interesting things about yourself before returning to the game.

## Variations:

- Eliminated players go to the side and have a staring competition.

## Debriefing Activities/Discussion Points:

- Why is it important to have eye contact with the people with whom you are communicating?
- How does eye contact develop a more personal connection?
- What happens to the people that avoid eye contact?

*From A Round of Circle Games by Andy Raithby. Ancaster: CIRA Ontario, 2010.*



# DOUBLE MAT RACE

## Game Objective:

- To travel around the playing area without touching the floor.

## Equipment:

- Two 4 x 4 mats for each team.

## Setup:

- Teams of five to ten players stand on their mat behind the start line.

## Instructions:

- On the instructor's signal, players attempt to move around the gym as a team, using the mats as stepping stones.
- If any players touch the floor, the entire team does a lap.
- If the instructor catches a team being dishonest, that team starts over.
- The instructor gives points for getting certain distances around the gym (touching each basketball key, each wall, etc.).

## Variations:

- Place benches on the floor for short cuts.
- Use a figure eight pattern.
- Use large crash mats (high jump pits) to increase the difficulty.

## Debriefing Activities/Discussion Points:

- Why is it important to work together as a team?
- What is the importance of a leader?
- How are leaders chosen?
- What other roles are required?
- How does honesty come into play?
- How did individual players contribute to the success of the activity?
- What were some of the interfering behaviours?
- How would you relate this experience to a real world situation?



# MOUSETRAP

## Game Objective:

- To guide a partner in safely tripping a set mousetrap.

## Equipment:

- One mousetrap for each pair.
- One blindfold for each pair.

## Setup:

- Instruct the players on how to safely trip a mousetrap. This is done with the palm held rigid and brought down flat on top (similar to feeding sugar to a horse).
- Players then pair up, with one leader and one follower (the follower is blindfolded).

## Instructions:

- The leader instructs the follower to trip the mousetrap. Reverse roles.

## Safety:

- Players must be given the choice of whether or not they want to be blindfolded.

## Debriefing Activities/Discussion Points:

- Discuss how you felt as the leader or follower.
- Discuss trust and fear.



# ROCK, PAPER, SCISSORS SCREAM

## Game Objective:

- To win all the Rock, Paper, Scissors games.

## Equipment:

- None.

## Setup:

- Players stand in a scattered formation with a partner.

## Instructions:

- Each player plays a game of Rock, Paper, Scissors with a partner.
- When players lose, they become cheerleaders for the players they lost to.
- The winner challenges another winner.
- Eventually, there will be two large teams cheering two players on for the overall champion (make the final game best two out of three).

## Debriefing Activities/Discussion Points:

- It is fun to cheer others on.
- It is fun and encouraging to be cheered for.



# WARP BALL

## Game Objective:

- To move a ball quickly from one player to another.

## Equipment:

- One ball per group of ten to twenty players.

## Setup:

- Players stand in a line.
- One player at one end holds a ball.

## Instructions:

- On the signal to go, players pass the ball down the line.
- The timer is stopped when the ball touches the player at the other end of the line.
- Challenge the group to try to complete the challenge quicker.
- The quickest way is to have the players stand in a staggered line with their hands flat between the hands of the two players opposite them. Twenty players should be able to complete the challenge in about one third of a second.

## Debriefing Activities/Discussion Points:

- How did the players decide on which strategy to use to improve their times?



# FLEXIBLE FRIENDSHIPS

A quick, five minute activity about communication.

## Game Objective:

- To experience the importance of communication in a team.

## Equipment:

- One elastic band.

## Setup:

- Group sits facing leader's demonstration.

## Instructions:

- The instructor shows the players an elastic band and asks:
  - "What does an elastic band represent when working with other players?" (Flexibility).
  - "What happens when you put an elastic band in a refrigerator for a month?" (It becomes brittle and breaks easily).
  - "How does this demonstration relate to friendship and teamwork?"

## Debriefing Activities/Discussion Points:

- How do you keep a team motivated?
- How do you keep updated communication with everyone?



## Workshop Template

The table below takes a reader sequentially through the entire book (and if every game was selected and adequate time given to debriefing the instructor will have well over 15 hours of leadership activities to use with this book).

- a. If one wanted a one-hour session that touched on each aspect of leadership select those activities marked with a "1".
- b. If one wanted a two-hour session that touched on a bit more then select the activities marked with a "1" and a "2".
- c. If one wanted individual workshops then each section is outlined and organized in the book in such a way that one activity follows another.

| Concept                       | Area       | Activity   | Page | Time |
|-------------------------------|------------|--|------|------|
| <b>RESPECT</b>                |            |  |      |      |
|                               |            | Close Company  |      | 5    |
|                               |            | Twenty Dollar Bill (transition game)—value                   |      | 5    |
|                               |            | Can of Fizzy Pop (transition game)—anger manage              |      | 5    |
|                               |            | Q-Tip: Quit Taking it Personally (transition game)—lead      |      | 5    |
|                               |            | Making a Mistake (transition game)—all okay                  |      | 5    |
|                               | Debrief    |  |      |      |
|                               |            | How do you respect those close to you?                       |      |      |
|                               |            | How do you respect those who are difficult to work with?     |      |      |
|                               |            | How do you respect those who make mistakes?                  |      |      |
| <b>RESPECT: Knowing Names</b> |            |  |      |      |
|                               | Activities |  |      |      |
|                               |            | Peek-A-Who   |      | 10   |
|                               |            | Swat OR  |      | 10   |
|                               | 1          | You and Me, Left and Right                                   |      | 10   |
|                               |            | You! OR  |      | 10   |
|                               |            | Name the Bouncing Ball                                       |      | 5    |
|                               |            | Long Lost Friends  |      | 5    |
|                               | Debrief    |  |      |      |
|                               |            | Why are names important to leadership?                       |      |      |
|                               |            | How can one remember names better?                           |      |      |
| <b>RESPECT: Eye Contact</b>   |            |  |      |      |
|                               | Activities |  |      |      |
|                               |            | Don't Look at Me   |      | 10   |
|                               | 2          | Who is Missing?  |      | 10   |
|                               | Debrief    |  |      |      |
|                               |            | Why is it sometimes difficult to look people in the eye?     |      |      |
|                               |            | Why is it important in leadership to look people in the eye? |      |      |

|                                 |  |  |  |    |
|---------------------------------|--|--|--|----|
|                                 |  | Why is it important to remember people?            |  |    |
| <b>TEAMWORK</b>                 |  |  |  |    |
|                                 | Activities                                 |  |  |    |
|                                 |  | Hot Dog Tag  |  | 5  |
|                                 |  | Suits Me OR  |  | 10 |
|                                 |  | Have You Ever, Ever, Ever, in Your Long Lived Life |  | 10 |
|                                 |  | High Tide, Low Tide                                |  | 10 |
|                                 |  | Psychic Handshake                                  |  | 5  |
|                                 |  | Sticks (transition activity)                       |  | 5  |
|                                 | 2  | Touch My Can OR                                    |  | 5  |
|                                 |  | Helium Stick OR                                    |  | 10 |
|                                 |  | Gutter Ball  |  | 10 |
|                                 |  | Shuffle them Up! OR                                |  | 10 |
|                                 |  | Heel Toe   |  | 10 |
|                                 |  | Quicksand  |  | 10 |
|                                 |  | Shrinking Island OR                                |  | 10 |
|                                 |  | The Circle of Life                                 |  | 10 |
|                                 |  | Pin Ball OR  |  | 10 |
|                                 |  | Marble Top   |  | 5  |
|                                 |  | Hoop Around  |  | 10 |
|                                 |  | Count to Six                                       |  | 5  |
|                                 |  | Diversity (transition activity)                    |  | 5  |
|                                 |  | Team Ski OR  |  | 5  |
|                                 |  | Disappearing Stones OR                             |  | 10 |
|                                 |  | Double Mat Race                                    |  | 10 |
|                                 | 2  | Building Blocks Game: "Pisa"                       |  | 10 |
|                                 |  | Crash Mat Activities OR                            |  | 10 |
|                                 |  | Auto Pull  |  | 10 |
|                                 |  | Capture the Flag                                   |  | 15 |
|                                 | Debrief                                    |  |  |    |
|                                 |  | What makes for the best team?                      |  |    |
|                                 |  | What reduces a team's effectiveness?               |  |    |
|                                 |  | What helps a team be most productive or efficient? |  |    |
|                                 | Refer to Leading the Way, pp. 19-20, 30-34 |  |  |    |
| <b>TEAMWORK: Using Old Ties</b> |  |  |  |    |
|                                 | Activities                                 |  |  |    |
|                                 |  | Old Ties: Part One                                 |  | 5  |
|                                 |  | Old Ties: Part Two                                 |  | 5  |
|                                 |  | Old Ties: Part Three                               |  | 5  |
|                                 |  | Old Ties: Part Four                                |  | 5  |
|                                 |  | Old Ties: Part Five                                |  | 5  |
|                                 |  | Old Ties: Part Six                                 |  | 5  |
|                                 | Debrief                                    |  |  |    |
|                                 |  | Why is it important to build on small successes?   |  |    |

|                        |  |   |  |    |
|------------------------|--|---|--|----|
|                        |  | How does a leader build on small successes?                             |  |    |
|                        |  | Why is it important to be inclusive?                                    |  |    |
|                        |  | How can a leader be inclusive?  |  |    |
|                        | Refer to Leading the Way, pp. 19-20, 30-34 |   |  |    |
| <b>TRUST</b>           |  |   |  |    |
|                        | Activities                                 |   |  |    |
|                        |  | Snake   |  | 10 |
|                        |  | Teams of Two  |  | 10 |
|                        |  | Hit the Brakes  |  | 10 |
|                        | 2  | North by North  |  | 10 |
|                        | 1  | Ready to Catch You (transition activity)                                |  | 5  |
|                        | 2  | Mousetrap   |  | 5  |
|                        | 1  | Rock, Paper, Scissors Scream  |  | 5  |
| Debrief                |  |   |  |    |
|                        |  | What builds trust between people?                                       |  |    |
|                        |  | What breaks trust between people?                                       |  |    |
|                        |  | Why is trust important for leaders?                                     |  |    |
|                        | Refer to Leading the Way, pp. 30           |   |  |    |
| <b>PROBLEM SOLVING</b> |  |   |  |    |
|                        | Activities                                 |   |  |    |
|                        | 1  | Tie Your Shoes OR   |  | 5  |
|                        |  | Knot Out OR   |  | 5  |
|                        |  | Knot for Me!  |  | 5  |
|                        |  | How Many OR   |  | 5  |
|                        |  | Sally's Green Glass Door OR   |  | 5  |
|                        |  | Polar Bears and Ice Holes   |  | 5  |
|                        | 2  | Toxic Waste OR  |  | 5  |
|                        |  | Beach Ball Bop  |  | 5  |
|                        |  | At an Impasse OR  |  | 5  |
|                        |  | Switch  |  | 5  |
|                        | 2  | Point A to Point B OR   |  | 5  |
|                        |  | Caterpillar Walk OR   |  | 5  |
|                        |  | Butt Walk OR  |  | 5  |
|                        |  | Line Walk   |  | 5  |
|                        |  | Egg Drop OR   |  | 10 |
|                        |  | Tower   |  | 10 |
|                        | 1  | Object in the Middle OR   |  | 10 |
|                        |  | Take a Stand  |  | 10 |
|                        |  | Five Finger Fling OR  |  | 5  |
|                        |  | Negotiation   |  | 5  |
|                        |  | Smoke Screens   |  | 5  |
| Debrief                |  |   |  |    |
|                        |  | What are the key ingredients for a group solving a challenging problem? |  |    |
|                        |  | What hinders the development of these key ingredients?                  |  |    |

|  |   |    |    |   |
|--|---|----|----|---|
|  | Debrief   |    |    |   |
|  | What are the key ingredients for a group solving a challenging problem?             |    |    |   |
|  | What hinders the development of these key ingredients?                              |    |    |   |
|  | What helps the development of these key ingredients?                                |    |    |   |
|  | Refer to Leading the Way, pp. 87-91   |    |    |   |
| <b>PROBLEM SOLVING: Thinking Outside the Box</b> |   |    |    |   |
|  | Activities  |    |    |   |
|  | All In Tag—individual in whole group  | OR | 5  |   |
|  | Build Your Treasure—individual in whole group                                       |    |    |   |
|  | Rock, Paper, Scissors Stretch—in pairs  | OR | 5  |   |
|  | Ready, Set, Shoot—in pairs  |    |    |   |
| 1  | Handcuff—in pairs   |    | 10 |   |
|  | Concentration—partners within a large group   |    |    |   |
|  | Warp Ball—in groups   | OR | 10 |   |
|  | Hoop it Up—in groups  |    |    |   |
|  | Creative Machine—in groups  |    |    |   |
|  | Zen Count—whole group   | OR | 5  |   |
|  | Sit Down and Be Quiet—whole group   |    |    |   |
|  | Debrief   |    |    |   |
|  | Why is working harder not always the best idea for leaders?                         |    |    |   |
|  | How can leaders effectively think outside of the box?                               |    |    |   |
|  | When should leaders work harder and when should they think more outside of the box? |    |    |   |
|  | Refer to Leading the Way, pp. 87-91   |    |    |   |
| <b>COMMUNICATION</b>                             |   |    |    |   |
|  | Activities  |    |    |   |
|  | Truths and Lies   | OR | 5  |   |
|  | Silent Interview  |    | OR | 5 |
|  | Dramatic Introduction   |    |    |   |
|  | Actions Speak Louder Than Words: Part 1   | OR | 5  |   |
|  | Actions Speak Louder Than Words: Part 2   |    |    |   |
|  | Tooth Brush and Toothpaste (transition activity)                                    |    |    |   |
|  | Animal Shapes   |    |    |   |
|  | Electric Shock  |    |    |   |
|  | Snowflakes (transition activity)  |    |    |   |
|  | Shape in the Dark   | OR | 5  |   |
|  | Magical Arrangements  |    |    |   |
|  | Architect   | OR | 5  |   |
|  | Great Communicator  |    |    |   |
|  | Flexible Friendships (transition activity)  |    |    |   |
|  | Elephant  |    | OR | 5 |
|  | Sock Wars   |    |    |   |
|  | Antonym   | OR | 5  |   |
|  | Mine Field  |    |    |   |
| 1  | Bandana   |    | OR | 5 |

|  |                                     |  |  |   |
|--|-------------------------------------|--|--|---|
|  |                                     | Leadership Circuit OR                                      |  | 5 |
|  |                                     | Blackout Bingo   |  | 5 |
|  | 2                                   | Stop!  |  | 5 |
|  | Debrief                             |  |  |   |
|  |                                     | Is leadership about having others do or doing it for them? |  |   |
|  |                                     | What happens when one means of communication is removed?   |  |   |
|  |                                     | How do we use communication most effectively?              |  |   |
|  | Refer to Leading the Way, pp. 57-65 |  |  |   |

Note: For further reference see Leading the Way. Ottawa: PHE Canada, 2006. ). It is a book that helps leaders "successfully plan, organize and implement their own programs."