



YLTA Advisor Training Activity Resource

This is a resource that includes instructions for all of the activities we did at the Dec. 14th YLTA Advisor Training. Please note that all of these activities+instructions can also be found in the "YLTA Advisor Manual"

Color Swatch

Materials Needed: Paint Swatches (included in kit)

Type of Activity: Debrief/Reflection

Facilitator Instructions (Brief instructions including with card set):

1. Place the color swatches upright on a flat surface (table, floor). You may choose whether to use the set of cards with included color names, unnamed color cards, or a combination of both.
2. You can choose to use these cards to ‘check in’ with students, or as a reflective tool. You will prompt the students with a question that fits your goal, and then give students the time to pick a card that answers the question for them. Then, choose a student to begin the share and give each student the opportunity to share.
3. The facilitators job in this activity is to prompt the students, maintain a successful environment for sharing, and to acknowledge students feelings about certain activities or events (even if they are negative-those will be the one your learn the most from)

Sample Check-In Prompts:

- Pick a named card that represents how you are feeling today
- Pick an unnamed color card, and give it a name that represents how you are feeling today
- Pick a color card that you feel drawn to and explain why (don’t allow “I don’t know”!)

Sample Debrief Prompts:

- Pick a card that represents your role in the previous activity
- Pick a card that represents your personal leadership style
- Pick a card that represents how you feel about the previous activity
- (As a group) Pick a card that represent the groups actions/behaviors during the previous activity

You can ask these prompts as a singular question, or ask a series of prompts to dig deeper into a theme. You can customize these experiences to fit your group, goals, and debrief. This activity promotes reflection, listening, and sharing skills.

Identity Theft

Materials Needed: Name tags, writing implement

Type of Activity: Icebreaker, 'get to know you' game

Facilitator Instructions:

1. This is a great game to play on the first or second day of a group meeting. Give each student a name tag, and have them write their names on the name tag. You will want to use a name tag that can be easily given to someone else, and if you don't have traditional name tags, a note card or sticky note would do
2. Once students have written down their name, ask them to think of three facts about themselves
3. Set an expectation to be kind, a good listener, and to introduce themselves to someone that may be out of their comfort zone
4. Each student will introduce themselves to another student, and share the three facts about themselves. Once done, the students will switch name tags, and introduce themselves to another student as the student they first introduced themselves to. **They will do this three times, switching name tags and facts at every introduction.**
5. By the time everyone has introduced themselves to three people, everyone should have somebody else's name tag and 3 facts.
6. Have the group introduce themselves as the person whose name tag they have. Prepare for laughing-as many of the facts get mixed up by the third person they are transferred to!

Get-to-know-you-Bingo

Materials: Get-to-know you Bingo Cards, writing utensil

Type of Activity: Icebreaker, get-to-know-you

Facilitator Instructions:

- 1.The first step of this activity is to create your own get-to-know-you Bingo sheet! While you can use our pre-made one, you can tailor the bingo card to suit your group's needs, interests, age, goals, and culture.
- 2.Pass out a bingo sheet to each group member.
- 3.Define what constitutes as a Bingo, ie 5 in a row, diagonal, picture frame, ect
4. Students can mark off a spot on their bingo sheet by meeting someone else in the group that can answer 'yes' to something on the Bingo sheet, and having that group member initial it.
4. The First student to get Bingo wins!
5. A customizable Bingo sheet will be shared with you electronically at the end of the YLTA Advisor Training for your own use

Tweener

Materials needed: A ball large enough to be hit with a hand, but small enough to pass through participants legs at shoulder width apart (this will vary by age, I find a med beach ball or kickball works well)

Type of activity: Warm-up, goal setting activity

1. Have all participants stand in a circle, with feet slightly more than shoulder width apart, with each participant's feet touching. Depending on your group, this could be a challenge in itself!
2. Have each participant choose a goal. This goal could be a goal for the YLTA meeting that day, a goal for YLTA for the year, a personal goal, ext
3. Then ask participants to think of something that might get in between them and their goal, and a question they might have for the facilitator/group
4. Tweener is played by putting a ball in the circle,

YLTA Pyramid

Each participant will tie their string to the rubber band. Using their teamwork skills, participants will work together to stack their cups into a pyramid with 3 cups on bottom, 2 cups in the middle, then 1 cup on top.

Explain that teams will have 10 minutes to prioritize the YLTA core components and 5 minutes to build their pyramids. They are NOT permitted to use their hands to move cups. They are ONLY allowed to use their string and rubber band to pick up and move cups.

Prioritize the following Components. The bottom four will be the foundation, the next two will be the next most important, finally the top of the pyramid will be what the group consensus is on the most important.

Summer Leadership Academies
School Group Meetings
School Climate Projects
Environmental Prevention Activities
Chem-free events/ Celebration events
Service learning projects

Supplies: 10 Cups per table, Yarn, Scissors, Rubberbands, Labels for cups

Monkey Rescue

Empathy Straw

Empathy Straw Pencil, or anything that doesn't kill the turtles (This is a joke, because straws only make up 0.025% of ocean plastic, but we don't have straws anyway so use the pencil.)

Use the rope provided to delineate a space that is large enough for everybody to fit inside of. Then, have all participants stand inside the rope space and close their eyes. The group facilitator will hide the "Empathy Pencil" somewhere inside the space. Once the Empathy Pencil is hidden, participants may open their eyes and search for the pencil. Once you have seen it, silently step outside of the roped space and watch the rest of the participants look for it. Once everyone has stepped outside of the roped space the activity is over.

Debrief:

How did it feel when you found the pencil and stepped outside?

If you were one of the last people inside the roped space, how did you feel, looking for the pencil while everyone else had found it and stepped out?

Did you feel any emotions watching your fellow participants look for the pencil, knowing you could not offer any assistance?

What is this emotion called? (Empathy) This emotion is hard to teach, so we use the Empathy Pencil to display it.

Minefield

Prime for Life Version of Minefield:

Time Needed: 20-30 minutes

Group Size: Any

Materials: Climbing rope, hula hoop, blindfolds, random assortment of colored paper.

Directions: Prior to the start of the activity, make a start and finish line, approximately 12 feet apart, with the climbing rope. Scatter the random assortment of materials around the room, between the start and finish lines. *Note: While you can use any materials for this, make sure they are small enough to step over to ensure a safe environment.

Split your group into partner pairs. If possible, partner individuals with someone they do not know well.

Partners will work together to get through the minefield of obstacles on the floor. One partner will need to be blindfolded or keep his/her eyes closed and will not be allowed to talk. The other partner is allowed to see and talk, but is not allowed to touch the other person. Have each pair decide which role they want to play and distribute blindfolds.

Explain that the goal is for each blindfolded person to get from one side of the space to the other. He/she must safely avoid touching the scattered materials by carefully listening to the verbal guidance of their partner. If someone touches an item, they have to start over.

Give each pair a few minutes of planning time. Then have blindfolded partner pairs (either one at a time or multiple depending on the group you're working with) enter the area with the scattered materials. Remember, the blindfolded person can't talk; he/she must just listen and walk. The guide can't touch his/her partner but can speak to his/her partner. After a pair successfully reaches the other side, swap roles and repeat the process.

Debrief Questions:

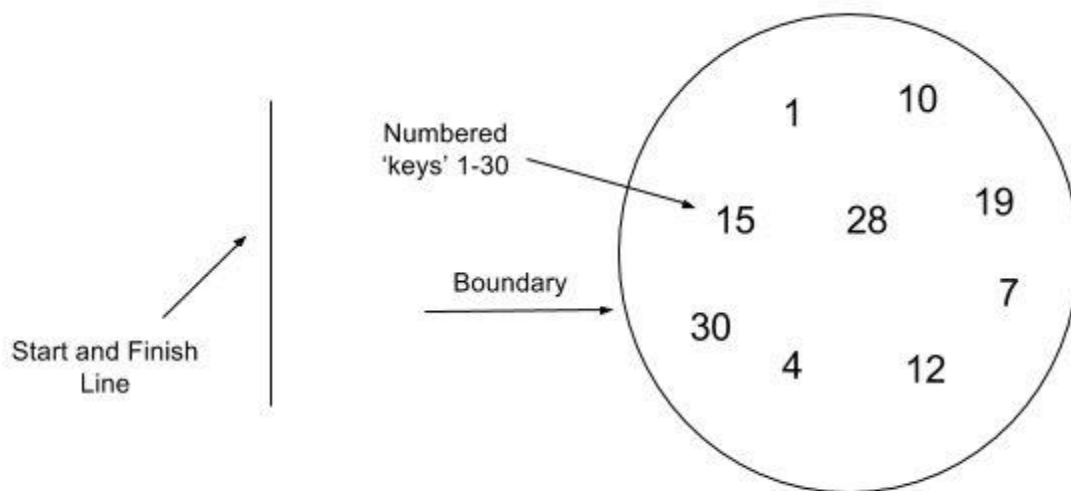
- What was this experience like?
- How did it feel to touch an item and have to start over?
- For the person blindfolded, what was frustrating about not being able to talk or see?
- For the person guiding, how did you feel throughout the process?
- What roles do trust and communication play in this activity?
- How does this relate to challenges we may face when working on issues important to us in our community?

Key Punch

Groups will have to use creative thinking and problem solving in order to physically touch all 30 numbered keys in proper sequence as quickly as they can. The fate of the world depends on them!

SET UP

- You will need to set up boundaries and the 30 numbered keys before giving instructions – see diagram.
- Then, give your group the following information:
 - Situation: A group of computer hackers have introduced a terrible computer virus into many of the major computer systems around the world. If the virus is not stopped soon computer records will be lost or damaged causing major havoc. Your team has been called in to stop this virus before it's too late.
 - Objective: All 30 of the numbered “keys” must be physically touched in proper numerical order as quickly as possible.
 - Time Allotment: Your team has 25 minutes or five attempts, whichever comes first. Your time period begins the moment the facilitator claps.



INSTRUCTIONS

- The entire team must begin and finish behind the start line. The stopwatch starts as soon as the first person steps over the line. The watch stops when the last person crosses back over the line.
- Anytime the team or a member of the team crosses the start line, it is considered an attempt. Only one person can be on the ‘keyboard’ at a time (only one person can be inside the boundary rope). If two or more people are inside the rope simultaneously, a glitch occurs and a penalty time of 10 seconds is added to the score.
- If any number is touched out of sequence (for example, 3 then 5) or more than once (14 then 14), this infraction causes the computer to crash and a penalty time of 10 seconds is added to the score.
- The team cannot return to the keyboard between attempts in order to study the number set up (or for any other reason). All planning must occur behind the line where the team starts each round. “Scouting trips” are not permitted.
- The numbered “keys” may not be moved. Rope boundaries may not be moved.
- Non compliance to these guidelines may result in a penalty (up to facilitator discretion).

VARIATIONS

- Include a rule that every person must touch a key (must still be in proper sequence) before anyone can take another turn inside the computer.
- If you have more time, you don’t have to give them a time limit or number of tries. Challenge them to get the fastest time and send groups back to the start line each time they break a rule. The group will get to determine when to stop when they’ve reached their personal best time.
- To increase participation with larger groups, divide them into smaller groups and have them play simultaneously (you will need more than one facilitator to do this effectively).

Helium Hula hoop (or Helium Stick)

Helium Stick

Another team building activity that seems too simple in the beginning, Helium Stick is a great challenge for groups looking to build communication, discuss the importance of planning and encourage teamwork.

*Fun fact before you begin: This activity gets its name because the hula hoop, while resting on group members' fingers, appears to float/move upward because the collective weight of everyone's fingers holding it up is much more than that of the hula hoop. Often, the more the group members try to hold it level and get in sync, the more it appears to move upward.

Time Needed: 15 minutes

Group Size: Any, broken into small groups of 4-10

Materials: One hula hoop per small group

Directions: If you are beginning with a large group of people, break them into smaller groups of about four to ten people each. Ask them to stand in a circle with their small group. Then ask them to point their index fingers and hold their arms out. Gently place a hula hoop on their index fingers and ask them to make the hula hoop level. (Some people may have to raise or lower their fingers to get it level.) Tell the group the goal is to lower the hula hoop to the ground using only their fingers and that they can't take their fingers off of the hula hoop or hook them around it. If they let go of the hula hoop, they must start over. Each person's fingers must be in contact with the hula hoop at all times.

Group members may find it difficult at first and have to start over several times until they complete the activity. The idea is that they have to create a strategy by which they can work together as a team to complete the task. Allow participants to try and complete the activity of lowering the hula hoop to the ground for about ten minutes. When the designated time is up, have everyone put down their hula hoops and come together to process the activity.

Debrief Questions:

- What was your experience during this activity?
- Was this difficult? Why?
- What needed to happen to be successful in this activity? (Encourage a discussion around clear communication, creating a plan as a group, etc.)
- When do you come across other situations (at home, school or work) that are similar to this activity? What can you remember to help you navigate them?

Pipeline

Pipeline

This is an engaging activity that you can try with both youth and adults. Pipeline provides participants an opportunity to plan and communicate as a team, to learn how to overcome difficulties together and to make changes to the original plan in order to complete a task.

Additionally, it can be done with minimal materials if needed!

Time Needed: 15 minutes

Group Size: Any!

Materials: U-Shape Tube Halves (one per person) or construction paper (at least one piece per person); ping pong balls, golf balls or ½ sheets of white paper crumpled into tight balls and taped securely; tape and scissors; and other various items.

Description & Directions: Set up a designated area that is not on the ground (i.e., a table) that is at least twice as many feet across as there are group members. For example, if you have 10 people in your group, select an area that is at least 20 feet across. Divide participants into 2-3 smaller groups. Give each group a ball, tube halves or a stack of construction paper, a roll of tape and a pair of scissors. Give participants five minutes to plan how they will get the ball from one side of the designated area to the other, following the rules below:

- The ball may not touch the ground at any time;
- No one may touch the ball at any time once it enters the designated area;
- Each person must be involved in the process of moving the ball; and
- If any of these rules are broken, the group must start over.

Debrief Questions:

1. How did you feel about this task after hearing all of the rules?
2. What process did your group go through in order to complete this task?
3. Was the problem solving or the physical challenge more difficult for your group?
Why?
4. What types of situations are the most difficult to deal with when working as part of a group? What can you take away from this activity to overcome those difficulties in the future?

Pathways

Materials Needed: Poly Spots (25), Pathways board, Expo marker

Number of Participants: 6-20

Guidelines

- Lay your spots in a five by five grid. Then create a “pathway” that only you are allowed to see by drawing it with an expo marker on your Pathways laminated sheet. (Put something like a book or clipboard behind your sheet as they tend to be a bit see through). Assign an entrance into the maze as well as an exit on the other side. Solutions can involve forward, side or backward movements. Diagonal moves that skip rows are not allowed (they can be added to increase the difficulty or as a variation)
- The objective for the group is to discover the correct sequence so that they can get one person, then the whole group to the exit.
- To do this they will need to go one person at a time, step on spots and receive feedback. There will be no response if they step on a correct spot, but will be told if they step on an incorrect (you can give them a thumbs down or make a funny noise)
- If an incorrect spot is stepped on then that person must leave the maze and go back in the line and someone new will try.
- Only one person at a time may enter, and other group members may position themselves anywhere outside the maze to assist.
- To make this activity more fun, add a story to the reasoning behind doing this. Don't be afraid to get creative and be silly!

Example:

- “You were all enjoying a nice picnic in the park before a UFO flew right up to your group! They successfully abducted you all. Before the aliens fly back to their planet, with all of you in the ship, they stopped to discover the wonders of fast food. Now is your chance to escape, if you can solve this pattern before they get back, you'll be free!”

Variations:

- In order to increase the difficulty you can add the following:
 - No verbal or written communication is allowed with the person inside the maze
 - No pens, paper or markers allowed
 - Penalties can be given for mistakes made- additional steps added to the sequence, starting the group with a certain number of “lives” and taking them away for every mistake. (Mistakes would be when those wrong steps were stood on)
 - Split them into two groups and have them each solve a different sequence on the same grid alternating turns. That one can get pretty confusing!
 - Blindfold the person in the maze and have their team guide them through verbally
 - Don't assign an entrance or exit, free for all!

No Props Needed

Step by step instructions to facilitate Ah So Ko Ice Breaker

- Get everybody to sit in a circle facing each other.
- Inform everybody about the gestures and sounds that must be made during the game.
 1. Using your hand, with a quick motion tap under your chin and speak out loud “Ah”
 2. Again, using your hand, with a quick motion tap on top of your head and speak out loud “So”
- Lastly, hold out your arms in front of you and clap your hands together speaking out loud “Ko”
- The words “Ah, So Ko” are spoken in order and sequence, but only one person speaks out a word at a time.
- Each time a person in the circle makes a hand gesture and says a word, the next person signaled must continue.
- When starting, one person in the circle begins by saying “Ah” and will indicate with their hand to the immediate left or right.
- This next person will call out “So” and will then point to the person who is next to them, on the left or right.
- The next person will then call out “Ko” and clap their hands in front of them, pointing towards somebody else within the circle.
- This person will then start over beginning with “Ah” continuing to the next person “So” and the “Ko” until somebody makes a mistake.
- Everybody in the circle then sticks their arms out into the circle and gives a thumbs down and then over their shoulders. While doing this they will shout out to the person who made the mistake, “You are out of the game”

- This person who leaves the group will then go around the circle trying to distract everybody else within the circle, the aim being to cause somebody in the group to make a mistake.
- To start the game again after an elimination, the circle can reform and the person who was to the left of the one eliminated can begin the game again. This must be done within three seconds.
- The game carries on until there is only one player left.

Facilitating tips for “Ah, So, Ko”

To make the whole process a little easier, try to make it not so obvious that this is a team building activity by creating a story, like the cavemen or some other type of civilization where there is no actual language spoken. People will be focusing on the story and won't even realize that a game is underway. The more you add to the story, the better. Humor is also always a good way to get people to respond.

Questions, tips and reflections

Let's have a look at some questions you can ask, as a facilitator. These will help members of the group to process the whole experience.

- Did you enjoy the game and give reasons why?
- What observations did you make while playing the game?
- Does enthusiasm for something make a difference in our lives, be it at work, school or home?
- How do you think this game affected this group as a whole?

Description

Everyone stands in a circle.

The leader chooses a “Waaa master”

Then the leader explains that the waa master will do one of three different actions: an alligator(make jaws with your hands), a snake(put one elbow in the palm of the other hand like a cobra standing up) or a dragon(put hands on your sides like wings)

After everyone understands the different actions, tell them that the waaa master will bow to them and say “waaa” Everyone else will then bow back and say “waaa”

then the waaa master says 1-2-3 Wa! and everyone does one of the actions. if someone in the circle does the same action as the Waa master then they are out. and play continues until there is a winner.