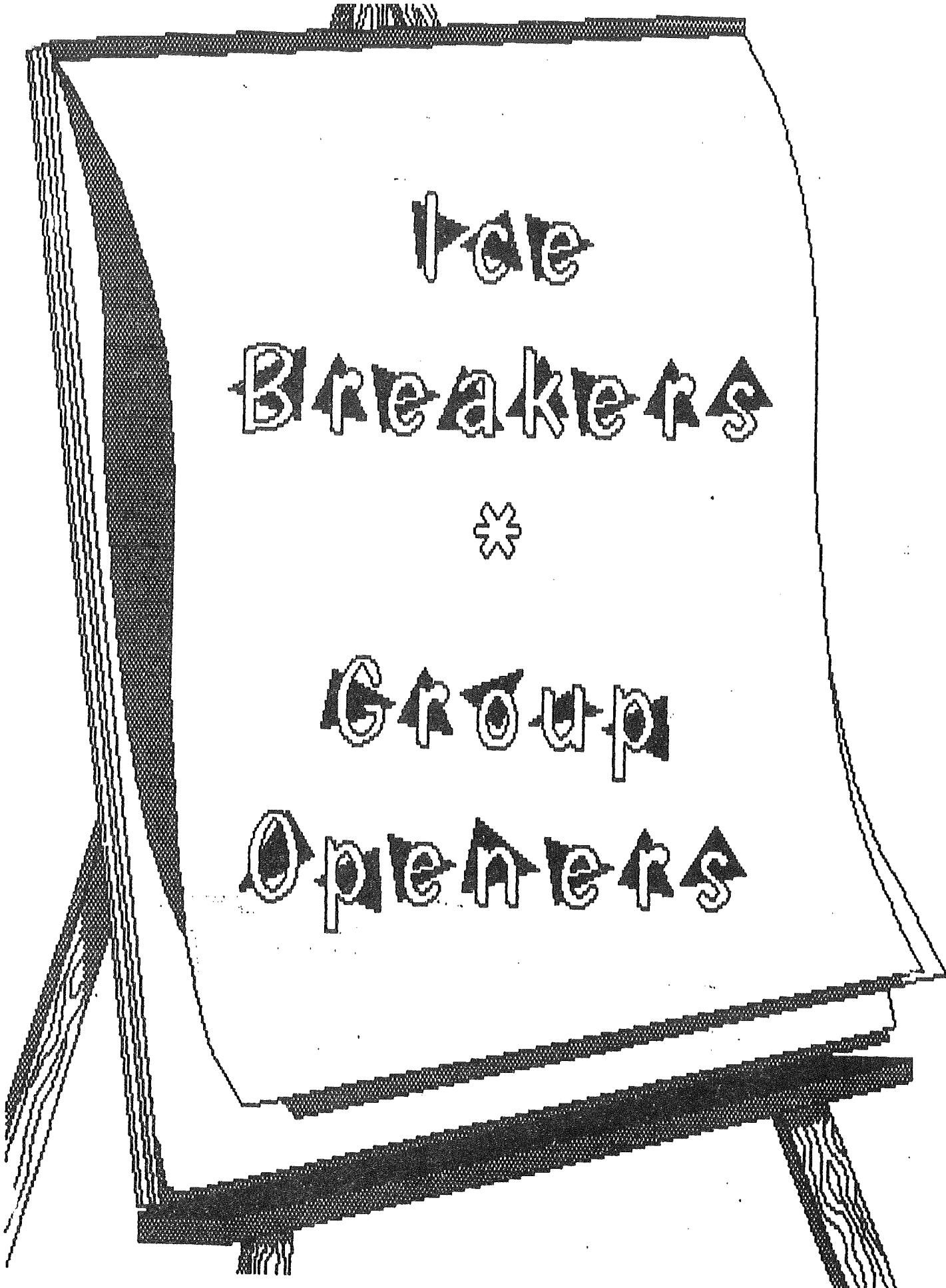


"There is no such thing as 'best' in a world of individuals."

—Hugh Prather

J o s h e .



Ice
Breakers



Group
Openers

LINE REVOLUTION

PROCEDURE

NOTES/COMMENTS

I. Line Revolution

1. Have participants find a partner, introduce themselves, and take seats facing each other in two lines of chairs.

Students will probably select close friends at this point. This is acceptable.

2. Begin the activity by asking the students to respond (to their partners) to the first question.

Explain the procedure for the Line Revolution before beginning the activity.

3. After each person has responded (1-2 minutes), ask them to thank their partner and then have everyone shift one chair to their left and introduce themselves to their new partner. Continue this procedure until completed.

Directions may be altered so that the participants move 2 or 3 chairs after each question.

Questions should move from low to higher risk as the activity proceeds.

II. Closure

1. Have participants form groups of 8. (Rearrange chairs into circles)

2. Explain the whiparound technique (start with one person and go around in order from the right or left) to the participants.

Participants may choose to "pass" in order to think about an answer, but the group should go back to those who pass.

3. Present (one at a time) the following sentence stems one at a time:

- a) I learned ...
- b) I feel ...
- c) I wonder ...

4. After sentence stems are completed, ask for clarification and further discussion of the activity.

Trainer should select Line Revolution questions and sentence stems in advance, depending on size of group and time allotted. Suggested questions to use for this activity, follow this section. No more than 5-10 minutes should be provided for discussion at the end of the activity.

QUESTIONS

NOTE: Questions should move from low to higher risk as the activity proceeds.

1. Tell about a place you would like to visit.
2. What do you do well?
3. What awards have you received or would you like to receive?
4. Something you feel good about.
5. Life is a bowl of cherries when ...
6. What have you fixed or repaired?
7. One of my goals is ...
8. I have fun when ...
9. What persons life have you influenced for the good?
10. How do you usually react when you are criticized?
11. How do you feel about yourself?
12. Where do you feel totally accepted?
13. Something you've done that is creative.
14. What has been your worst feeling in the past month?
15. What makes you angry?
16. How do people usually think of you?
17. I would like to get a hug from ...
18. What I miss the most is ...
19. I like to daydream about ...
20. It's easy for me to ...
21. What is one thing you hope your children won't have to go through?
22. How did you handle a recent disagreement?
23. What one quality do you want in a friend?
24. What's one thing you'd like to learn about before you die?
25. What are some things you really believe in?
26. What one thing would you change about yourself, if you could?
27. What makes it hard for you to like someone?
28. What celebrity would you like to have for a friend?
29. If you had 500 dollars given to you with no strings attached, what would you do with it?
30. What do you do when you get into trouble?
31. Describe one of the people in your family in two sentences?
32. What present would you like to get?
33. How fair are the teachers in your school?
34. What makes your best friend your best friend?
35. What is one thing you like about school/dislike about school?
36. What is something you like about yourself?
37. If you could change your name (first), what would it be?
38. How would your parents describe you?
39. What are you afraid to talk to your parents about?
40. How would you bring up your children differently than your parents?
41. Share a situation where you were really in danger.
42. What is your most prized possession?
43. Are you a rose or a thorn? Why?

Boundary Breakers and Closure Activities

Boundary breakers are activities designed to offer a low-risk way for groups to get acquainted and work together as a team.* Based on cooperation and communication, they can be used either to relax or to energize a group. Most involve movement and a high level of participation.

Closure activities are designed to review, summarize, and reinforce what has been learned. They provide an important check on how participants are feeling and thinking about the events of the day and help trainers plan future training activities that will be successful. Finally, closure activities affirm the positive qualities and efforts of each participant and act to structure the support individuals need to learn and grow.

These activities are short, usually 10 to 15 minutes long, and require few materials. The few handouts mentioned appear at the end of this appendix.

BOUNDARY BREAKERS

The Line Up

1. Have all the students stand, then ask them to line up in a circle around the room in alphabetical order by first names (for example, Alan, Barb, David, Frank . . . Zoey). The person to the left should have a name beginning with an earlier letter in the alphabet; the person to the right should have a name beginning with a later letter. Encourage the students to move around the room, talk, and cooperate to make the circle follow the pattern.
2. After the circle is complete, have the students go around and introduce themselves.

* The Line Up, Send a Letter, The Knotted Rope, The Telephone Booth, and Connections Closure have been adapted by permission from activities appearing in *Boundary Breakers: A Team Building Guide for Student Activity Advisers* by J. Schrader, 1990, Reston, VA: National Association of Secondary School Principals. This resource also contains many other good activities.

3. Have one more line-up. This time, ask students to arrange themselves according to their birthdays. Each student should have someone with an earlier birthday to the left and a later birthday to the right. After the circle is complete, encourage students to go around and tell their birthdays and the number of people in their families.
4. Ask students to return to their seats.

Find Someone Who . . .

1. Give each student a Find Someone Who . . . handout. Have students circulate around the room to collect a different signature for each statement. After 5 to 10 minutes, ask them to return to their seats.
2. Read the list aloud and have students raise their hands if a statement applies to them. You might want to ask follow-up questions—for example, if a number of students have finished reading books last week, you might inquire which books they read.

Interview Guide

1. Give each student a copy of the Interview Guide. Next have each one find someone in the class he or she does not know very well and take about 5 minutes to conduct an interview based on the questions given. When one interview is complete, the interviewer and interviewee switch roles.
2. After the interviews are over, have students introduce their partners to the group and share some information they learned.

Sentence Completions

1. Give each student a copy of the Sentence Completions handout.
2. Next have students get into groups of three or four by drawing their desks or chairs into small circles. Have students share responses by going around the circle, one sentence at a time.
3. After 5 to 10 minutes, reassemble the group and discuss for a few minutes what responses students shared.

What Do We Have in Common?

1. Have students number off so they will be divided randomly in groups of five, then ask these groups to place their desks or chairs together in small circles. Ask each person in the group to introduce himself or herself and share a positive experience that has happened recently.
2. Next have each group make a list of 5 to 10 things that everyone in the group has in common. Encourage groups to be creative and avoid the obvious (for instance, "We are all teenagers"). Some ideas to discuss are food, likes/dislikes, pet peeves, favorite activities or sports, music, and families.
3. After 5 to 10 minutes, reassemble in the larger group and have each small group share their list.

Send a Letter

NOTE: This activity is best for groups under 25. If your group is larger, you can divide it accordingly.

1. Arrange the desks or chairs in a circle with yourself in the middle. Be sure that everyone has a chair and that there are no extra chairs in the circle.
2. Explain the rules of the activity by saying that the person who is in the middle must first say his or her name, then say, "I'm sending a letter to _____." The student will then fill in the blank with a specific description like "someone with glasses" or "someone with brown hair."
3. Any group member who fits the description must stand up and sit in another student's chair. The person who is left standing gets to be the next sender.
4. Continue the activity for about 5 minutes.

The Knotted Rope

1. Tie a length of rope with a knot for each group member. (Knots should be approximately 2 feet apart.)
2. Ask each student to hold onto the rope with one hand. After everyone is holding on, ask the group to untie the knots in the rope without anyone's removing his or her hand.
3. After the rope has been untangled, give participants a chance to discuss how it felt to accomplish this task.

The Telephone Booth

1. For each group of 10 students, mark a 3-foot square on the floor with masking tape to indicate the walls of a telephone booth. The object of the game is to get all 10 group members into the telephone booth. Allow groups 2 minutes to figure out the problem.
2. After the time is up, ask students the following questions.
 - ▲ Who was the leader?
 - ▲ Who gave the most ideas?
 - ▲ Whose ideas were accepted?

CLOSURE ACTIVITIES

Closure Lists

1. Have students get into groups of 6 to 8. Give each group a sheet of newsprint and a marker and instruct them to make two lists. One list should include new things that they learned during the day; the other should list what they believe will be the hardest about being a peer mediator and what they feel they want to learn more about.
2. After 10 minutes, encourage each group to share their lists.

Connections Closure

NOTE: This activity works best with groups of fewer than 30. Divide larger groups as necessary.

1. Have everyone get into a large circle. Hold a large ball of string or twine and start the activity by making one positive statement about the day. The statement could be about something you learned or relearned, or about a person you met or got to know better. After making the statement, hold the end of the string and toss the ball to someone else.
2. The person who catches the ball makes a similar statement, holds the string, and tosses the ball to another person.
3. When everyone has received the string and made a statement, a web will be produced. Have everyone continue to hold the string while you point out that we are all part of the whole and all interconnected.

The Quality Line

1. Have students sit in a circle. Go around the circle and ask each person to give one reason why he or she is a good peer mediator. This could be a quality or skill (for example, "I am a good listener").
2. Have them go around a second time and share something that they have learned from being a peer mediator. Point out that peer mediation is a growth process for both disputants and mediator.

Hear Your Strengths

1. Have students get into a circle of six to eight individuals.
2. Choose one person in the group to focus on. Go around the circle and have everyone give that person a positive message about a strength the person possesses. Ask students to make eye contact with and speak directly to the person.
3. Instruct the identified person not to interrupt or say anything until everyone has spoken. The person can then say thank you.
4. Continue until everyone has had a chance to be recognized.

You're in the Bag

1. Have students form groups of eight, then give each group member a small paper bag, eight slips of paper, and a pencil or pen.
2. Instruct each student to write his or her name on the paper bag and then to write a positive note or message to each other member of the group and place the message in the person's bag.
3. After all the messages have been delivered, let participants read the notes.
4. Finally, have each person read one or two positive notes to the rest of the group.

Affirmation Exercise

1. Explain that an affirmation is a positive message that we give to ourselves or to others. We need as many positive messages as we can get, and we can get them through positive self-talk or by receiving affirmations from others.
2. Write some examples of affirmations on chalkboard or flip chart.
 - ▲ You are a good listener and others listen to you.
 - ▲ You respect people and help them work together.
 - ▲ You are trustworthy and honest towards others.
 - ▲ You are objective and supportive of others.
 - ▲ You accept and respect people for their efforts.
 - ▲ You enhance other people's lives.
 - ▲ Life is for the taking.
 - ▲ Your efforts and energies make a difference.
3. Have half of the students sit in chairs in a circle and the other half stand directly behind the seated individuals. Ask each standing person to think of an affirmation. Have the sitting people relax and close their eyes. (If you have some relaxing music, play it at this point in the activity.)
4. Ask the standing participants to touch the shoulders of their sitting partners, lean down, and softly say their affirmation. This is done simultaneously to all sitting participants.
5. The standing people then move on in a clockwise fashion to the next sitting person and softly send them the same affirmation, proceeding around the circle until they return to their starting places.
6. The sitting persons and standing persons switch places, and the exercise continues as before.
7. After the exercise is complete, ask how it felt to receive one affirmation after the next, as well as how it felt to give affirmations. Finally, ask how students think this exercise can help them become better peer mediators.

Find Someone Who . . .

Directions: Find a person in the group who fits one or more of the following statements. Have the person sign his or her name by any statements that are true.

1. Was born in another state _____
2. Likes classical music _____
3. Cries at movies or watching TV _____
4. Refuses to walk under a ladder _____
5. Has used an outhouse _____
6. Finished reading a book last week _____
7. Plays a musical instrument _____
8. Speaks a foreign language _____
9. Plays on a sports team _____
10. Is new to this school _____
11. Is the youngest in the family _____
12. Likes to cook _____
13. Has more than three pets _____
14. Likes to play tennis _____
15. Has a family of more than five _____
16. Likes to dance _____
17. Was born on a holiday _____
18. Likes to roller skate _____

Interview Guide

Directions: Find a person you don't know yet and obtain the following information.

1. What is your name?
2. Who are the members of your family?
3. What is your favorite hobby? How did you get interested in it?
4. What is your idea of a perfect Saturday afternoon?
5. What do you like most about school?
6. What would you change about school if you were principal?
7. What would you do with \$1,000?
8. What is the best news you could get right now?
9. What is one of the best things that has ever happened to you?
10. Describe your life 10 years from now. Where will you be living? What will be your job? Will you have a family?

FIND A PERSON WHO...

1) IS THE OLDEST CHILD IN THEIR FAMILY

2) HAS A PET

3) PLAYS A MUSICAL INSTRUMENT

4) SAW THE SAME MOVIE YOU DID AND LIKED IT

5) LIVES IN A HOUSE WHERE NO ONE SMOKES

6) GOES TO CAMP IN THE SUMMER

7) DOES NOT LIKE CHOCOLATE ICE CREAM

8) CAN SPEAK TWO LANGUAGES

9) HAS EVER RIDDEN A HORSE

10) HAS A NEW BABY IN THEIR HOME

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world".

So they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming, and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming, in fact better than his instructor, but he made only passing grades in flying and was poor in running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing, until he developed frustration in flying class where his teacher made him start from the ground up instead of from the tree top down. He also developed "charlie horses" from exertion and then got "C" in climbing and "D" in running.

The eagle was a problem child and was disciplined severely. In climbing class, he beat all others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little, had the highest average and was valedictorian.

This famous fable entitled "The Animal School: The Administration of the School Curriculum with References to Individual Differences" was written more than twenty years ago by Dr. G. H. Reavis.

