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**Ypsilanti Middle School**

**Leadership Training 2011**

Need: Poster board and markers for Ground Rules

 RAHS DVD--TV & DVD player for RAHS video

 2-3 Decks of cards, 2-3 stop watches (or cell phones with timers)

 Strips of cloth/blindfolds
 3-4 sets of 6 (wire)hangers

 Masking tape

Stack of 8x11 copy paper

 Snacks: apples, bananas, oranges , granola bars, beverages (water, milk, OJ).

 Pipeline kit including pipe-tube, balls, container/bucket

 Radio player (during activities)

**\*\*Remember to do YAC evaluations prior to training\*\***

**8:00am Welcome, Ground Rules & Goals for day**

 Arrivals, grab food, name tags, and find a seat

Welcome, Agenda for the Day, Goals

 Ground Rules—verbally discuss and write group ground rules on **poster board**

**(**go through YAC Member Guidelines sheet and sign)
Bathroom Location

**Ice Breakers**

**“All My Friends”**

*Object: Learn names and find out things in common.*

Everyone sits down in a chair except for one person in the middle of the circle.

The person in center says, “My name is \_\_\_\_\_\_\_ and *all my friends* \_\_\_\_\_\_\_\_\_”. They fill in the blank with something about themselves (likes, places they’ve been, hobbies, etc…)

Anyone who has that in common must get out of their seat and race to find a new seat (can’t be their old seat or the seat next to their old seat). Whoever can’t find a chair is in the center. Repeat.

**Group Challenge Activities**

**Hung-up** Problem Solving **need: 3-4 sets of 6 wire hangers**

Divide up into 3 or 4 teams. The goal is to hang 6 coat hangers, one underneath another. One adult will hold the first hanging in place. The hangers cannot hang in the corners, but must be balanced in the center. The first team to have all 6 hangers hanging for 5 seconds without having a hanger shift to the corners wins. If the hangers do shift to the corners, the team has to start all over again.

Debrief:

1. Did everyone contribute? If so, how? If not, why?
2. What happens when you are on a team and there is poor or no communication?
3. How do you deal with a group of people who have trouble communicating? What if this happens in YAC?

\*\*Can use **Listening Blocks** for communication education , if desired (in packet)

**Card Game** Leadership **need: 3 decks of cards, 3 stop watches**

Form 2 groups--Use full deck of cards. Leader draws one card and then the rest of the cards are distributed to the group. Do not look at them until told to. Their task is to determine what the missing card is. This task will be timed. They have 2 minutes to plan before the timing starts. After they do it, they are told their time and have time to re-strategize. Then they can set a goal time to try to beat and do it again. May repeat to improve time.

Debrief:

1. How did you come up with a plan? Did your first strategy work?
2. What different things did you try to improve each time? Why is strategy important?
3. Did anyone emerge as a leader? Who and what did they do?
4. What are the qualities of a good leader? A bad leader?
5. What does being a leader mean to you?

Definition of Leader (Bennis, 2003) = knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to reach your own leadership potential

**11:00-11:05 BREAK**

Discussion Prompts:

1. Was it hard not to talk?
2. How did you communicate since you couldn’t talk?
3. Did everyone contribute? If so, how? If not, why?
4. What happens when you are on a team and there is poor or no communication?
5. How do you deal with a group of people who have trouble communicating? What if this happens in YAC?

\*\*Can use **Listening Blocks** for communication education , if desired (in packet)

**Pipeline Activity** Communication & Cooperation  **need: Pipeline kit (pipes, balls, and container)**

A fast-paced game that employs physical coordination, team cooperation, communication and planning. The activity is completed when the ball is delivered into the container. Each member gets a pipe-tube. Using only the tube and momentum, the ball must travel through everyone’s tube from the starting point into the container. This game should take approx. 10 mins. If a team is having difficulties, resist the urge to solve the problem for them. Encourage them to strategize and discuss what’s working or not. Can divide them in two groups if necessary to complete the goal.

**LUNCH 12:00-12:30**

**12:30 RAHS & YAC**

**Show RAHS Video**

**What is YAC?**

* **Youth Adult Partnership**. **Servant Leadership**, **Service Learning** (in packet)
* **Discuss meetings, roles, work groups, etc**

**What is an Advocate?**

Define: Standing up for something and giving support when needed

Share examples: tell about health center; educate about our issue/message; speak up/tell someone when something wrong is happening.

**1:00 YAC Skills Activities**

 Decision Making, Diversity, & Values Conflict

**“Have a Heart”** (do activity in Work Groups for Stone) **need: patient descriptions**

*Adapted* from Helping Teens Reach Their Dreams by Schilling & Palomares, 1993.

Time: 10-15 minutes

Description: Ask students to make a group decision concerning a highly charged, imaginary situation. Ask students to form groups of 5-6 people. The situation is as follows:

“You are surgeons at a large hospital. Your committee must make a very important decision. Seven patients need a heart transplant. There is only one heart donor at this time. All of the patients are eligible to receive this heart. All are physically able. And all have compatible tissue and blood typing. Which patient would you choose to receive the heart? Why? Your committee must agree on the choice.”

(You may wish to acknowledge that most recipients of organ transplants are now managed by a nationwide network, which removes some of this decision-making pressure from the surgeons…Also, remind the students that patients who do not receive this heart will not automatically die. Some (not all) will probably survive until another donor is available.)

Patient Waiting List

* 31 year old male; African American, brain surgeon at the height of his career; no children
* 12 year old female; Vietnamese; accomplished violinist; blind
* 40 year old male; Arabic, teacher, 2 children
* 15 year old female; White, unmarried, 6 months pregnant
* 35 year old male; Hispanic; Roman Catholic priest
* 17 year old female; African American; waitress; high school dropout; cares for a brother who is severely disabled
* 38 year old female; White; AIDS researcher; no children; lesbian

Refrain from giving any further instructions to the group. Allow at least 10 minutes for decision-making. Then reconvene the large group and ask each small group about its decision, and decision-making process.

Discussion Prompts:

1. What was your decision?
2. How did you arrive at your decision?
3. What decision-making method did you use (consensus, majority vote, etc.)?
4. How was your decision influenced by your values? Attitudes? Prejudices?
5. Who provided leadership in your group?
6. How were disagreements and conflicts handled?
7. How satisfied are you with your own level of participation in this exercise?

\*\*Can use Decision-Making Handout to discuss Majority Rule vs. Consensus Rule, if desired (in packet)

Education and concept discussion:

**Decision-Making** (in packet) Discuss different ways to make decisions.

**Group vs. Team (Everyday Leadership, p. 89) (**in packet)

 Our goal is to become a TEAM!

**Group Walk** Team-building & cooperation **need: Strips of cloth/blindfolds and tape**

Materials: Bandanas, strips of cloth, or masking tape

Description: Ask group members to stand side by side. Give the group strips of cloth, or masking tape and ask them to tie (or tape) themselves together at the ankles (one person is tied at the ankle of his/her neighbor on the left and right, and so on down the line).

Once the group is attached, ask them to work together to walk forward without falling. If this is difficult for the group to do, break them into pairs and ask them to try walking with just one other person. Once successful with this, add another pair, so that there are four people in a group and try again until successful. Keep adding people until the group can all walk together without falling. If the group is very large, it is best to break them into smaller teams of no more than ten people each.

Discussion Prompts:

1. How did you feel about your teammates during this activity?
2. Did you help each other or hinder each other during this activity?
3. What did everyone have to do during this activity to help the team be successful?
4. What happened (or what would have happened) if one person did not cooperate?
5. How does this relate to us working together on YAC this year?

**1:40 pm Wrap-up in Circle and Clean-up**

Debrief Training:

1. What did you like best about today? Appreciate about today?
2. Any questions? Anything you are unsure or nervous about?

**Good Job**—pat on the back/high five

 Next Steps (next meeting, etc.)

**2:00 pm Transport back to school**