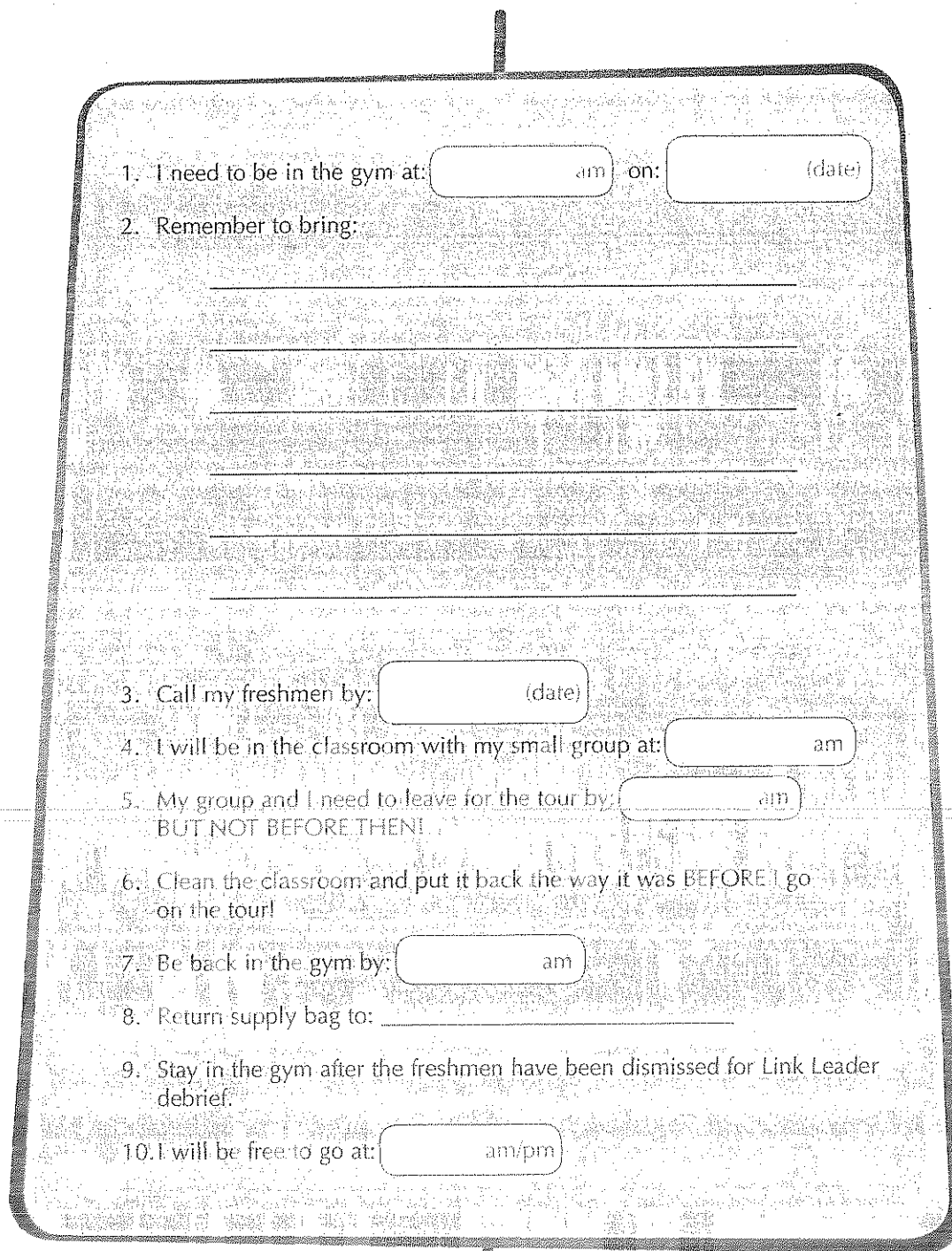




# Leader Handbook

# Logistics and Timeline for Orientation Day



1. I need to be in the gym at:  am on:  (date)

2. Remember to bring:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Call my freshmen by:  (date)

4. I will be in the classroom with my small group at:  am

5. My group and I need to leave for the tour by:  am  
BUT NOT BEFORE THEN!

6. Clean the classroom and put it back the way it was BEFORE I go on the tour!

7. Be back in the gym by:  am

8. Return supply bag to: \_\_\_\_\_

9. Stay in the gym after the freshmen have been dismissed for Link Leader debrief.

10. I will be free to go at:  am/pm

# Leader Introduction (2 minutes)

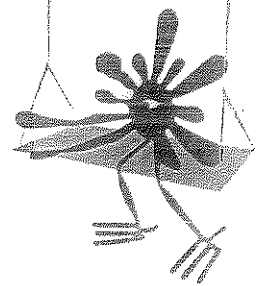
**Intro:** *Each of you tell the Crew what you are involved with at school, why you became involved with those activities, what some of your activities are outside of school and why you chose to be a Link Leader. Refer to your notes below for help if you need to!*

Why a good introduction is important

Elements of a good introduction

**Ideas to talk about for my introduction on Orientation day**

My life in school	My life outside of school	Why I chose to be a Link Leader



# Count Off (8 minutes)

**Intro:** *"You're going to be faced with some new challenges in high school and I want you to know you're not alone. Let's meet this first challenge together. It's pretty simple, we are just going to count from 1-20, but we are going to do it in a different way to make it a little more challenging."*

Why do this activity?  
(relevance)

## Set Up & Rules

1. The numbers must be said in consecutive order 1-20 by all different people of the group.
2. The group cannot discuss strategy or point at people to indicate who goes next.
3. While the numbers must be said in consecutive order, the group cannot say them in an organized pattern such as going around the circle.
4. Each person in the group must say at least one number and no person can say more than three numbers.
5. If two people say the same number at the same time, the group starts over.

What's Important!

## Outro:

*"Now that we've met that challenge as a group, let's learn who we are by finding out each others' names."*

# Name Tag (10 minutes)

**Intro:** "Since we are going to be a group for the whole year, it's important that we know each others' names; it's also important because..."

Why?

- 
- 
- 
- 

...so let's play an activity that will help us with this."

## Set Up & Rules

1. Have students go around the circle and tell their names and either why they were named that or the significance of their name.
  - if, as you are doing this activity, a student is unsure about this, ask the student to tell the group where they were born.
2. Have each person say his or her name to the group and then the group repeats the name.
3. Have the students put their name tags on the back of their legs.
4. Have the group arrange themselves alphabetically in a circle without talking to or directing each other in any way.
  - you establish where "A" begins the circle and "Z" ends the circle.
  - after the group is finished, do a check by having students say their names around the circle. If your group was not successful, establish a new "A" starting point and try again so they can be successful.

What's Important!

...continued on next page

# Name Tag (10 minutes)

What's Important!

5. Leader steps into the middle and sets up tag.

## Beginner Version:

- Standing in a circle have all the members of the group hold their right hand out in front of them making sure their elbow stays connected to their right side.
- One person stands in the middle of the circle and calls out a name of someone in the group (Leader is always first one to be in the middle).
- The person whose name was called must say their own name and someone else's name before the person in the middle tags that person's outstretched hand.
- A person gets to be in the middle if their hand is tagged before they say both names.
- The group celebrates by clapping and cheering each time a new person gets the opportunity to be in the middle.
- The person in the middle cannot tag the first person who they ask to say a name.
- Students in the circle can't move their hand to avoid being tagged.

## Ways to get to be in the middle:

- someone gets tagged by the person in the middle before they can say another name.
- those on the outside of the circle move their hand to avoid a tag.
- someone calls the name of the person in the middle.

If your group is really getting good, you can move to the advanced version!

## Advanced Version:

It's all the same as the beginner version except you don't have to say your own name first, you just say someone else's name standing in the circle.

## Outro:

"We've started to get to know each others' names and we've met a challenge, now we're going to do both at the same time with this next activity."

# Team Juggling (10 minutes)

**Intro:** "High school is a busy time with a lot of new challenges and responsibilities. While this next activity is fun, it also shows how hard it is to keep everything together when you have so much going on. Let's see how we do."

## Set Up & Rules

1. Your group is standing shoulder to shoulder so now **assign sequential numbers** to each of them going around the circle and have them notice who is standing to their left and who is standing to their right.
  - **you are always number 1**
2. Ask them to **move around** in the circle, making sure that they are not standing next to either of the people whose number is before or after theirs.
3. Have each person **say their name and their number** starting with you (#1) and going sequentially until it returns to you.
  - **have the group sit down**
4. **Then have them do that again but this time** pay attention to who comes after them in order.
5. Have them **say the person's name and number** following them.
  - **do this twice**
6. Have person #1 **roll the ball** to person #2, then #2 to #3 and so on around the circle in number order, saying the person's name before the ball is rolled.
  - **do this twice around with one ball**

What's Important!

...continued on next page

# Team Juggling (10 minutes)

7. Have group get on their knees and do the same process as step 7, but this time gently toss underhand.
  - the challenge is to not have the ball drop
8. Have the group stand up and repeat step 7.
9. Add a second ball and do the same, starting ball 1 with person #1 and ball 2 with person #4.
10. When the group has done this successfully several times, add a third ball, giving the balls to #1, #4 and #7. Do this several times.

What's Important!

## Mini Process

Before adding the last ball, Leader asks:

1. What are we doing to be successful as a group?
2. How are those actions similar to what we need to do in order to be successful in high school?

Then Leader Says:

*Now that we have some strategies for success in school, let's see how we do when this activity gets a little bit more challenging.*

11. Add a fourth ball giving it to person number 10 (or 11 if you have 12 people in your group).

Remind them to put name tags back on!

Outro: "We've learned each others' names, met some challenges as a group and talked about what it takes to be successful in high school. I think it's time to get to know each other a little bit better."



# Lifestory (15 minutes)

**Intro:** *"One thing that makes high school fun is the opportunity to get to know a lot of people, so I think we should get to know each other here a little bit better."*

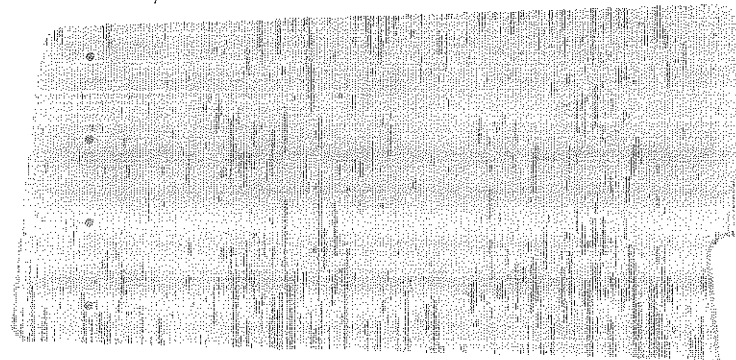
## Why do this activity?

(relevance)

## Set Up & Rules

1. Give each student a piece of paper and a pencil.
2. Have students fold the paper into six sections and number each section.
3. Have students turn outward from circle.
4. Have students draw or write in the sections based on the following questions that you ask. Give them about one minute for each response.
5. After the sixth question, go back and review what each one was so they know what should have been drawn or written in the area.
6. Assign each person a partner and have each share their Lifestory for one minute.

1. Draw a picture of your favorite toy as a little kid.
2. If you could go to a concert, who would you go see and who would you take with you.
3. Draw something that reminds you of a special memory.
4. Write the name of an adult (other than your parents) whom you really respect.
5. Draw or write something you would like to try that you haven't done yet.
6. Write the name of a job you would like to have in the future.



7. After those two minutes are finished, have them select a new partner to share with for one minute each.
8. After they have shared with the second partner, have everyone return together into a circle.
9. Ask each person to share any one item from their Lifestory.

**Outro:** *"Now that we've gotten to know each other a little better with this activity, we'll find out even more by asking some questions of each other."*

# Questions List (10 minutes)

**Intro:** "There are two ways to get to know people, one way is by listening to their story, which we just did, and the second is by asking questions, which we are going to do now."

## Set Up & Rules

1. Each student will be asked to choose a number between 1 and 40. This number will correspond with a question you ask from the questions right here and on the next page.
2. Each student will answer her/his question. If they are really struggling, you can tell them to pick another question but they must answer the second question.
3. You as a Leader should answer a question too so that they learn about you!

## What's Important!

1. What do you think is great about life?
2. What is important to make a family successful?
3. What three wishes would you wish from a magic genie?  
(you can't ask for more wishes)
4. What do you think children should be taught and why?
5. If you could travel anywhere, where would it be?
6. What do you do in your spare time?
7. What is the best thing someone has ever done for you?
8. What really makes a positive difference in your life?
9. If you could be an animal, which one would you be and why?
10. What do you wish you had that you don't have now?
11. What does your family do that you like?
12. If you had a day all to yourself, what would you do?
13. If you were to dye your hair another color, what would it be and why?
14. What talent would you really like to have?
15. Who do you think is the most successful person alive today and why?
16. What is your pet peeve? Why does that bother you?
17. What is your all-time favorite movie and why?
18. When you get some time by yourself, where do you like to go?
19. What is the best vacation you have ever been on?

continued on next page

# Questions List (10 minutes)

20. Who do you want to be like and why?
21. If you could be any age, what would it be and why?
22. What would be the perfect day for you and why?
23. Tell us one thing you liked about junior high.
24. What would you do with one million balloons?
25. If you could be a car, what would you be and why?
26. If you had two tickets to go around the world for one year, who would you take and why?
27. What teacher has encouraged you and how?
28. If you found out you had only two weeks to live, what would you do?
29. What qualities do you look for in a friend?
30. What is something that you want to accomplish in high school?
31. What's your favorite song and why?
32. If you had to live in a different country, what would it be and why?
33. Where do you go when you need to have some time to think?
34. If there is anything in your life you could change, what would it be?
35. What qualities are in a good teacher?
36. Who has influenced you the most in the past year and why?
37. What's something you've done for somebody?
38. If you could meet anyone, living or dead, who would it be and why?
39. If you could change your name, what would you like it to be?
40. What TV character is most like you and why?

## Outro:

*"We've started to get to know each others' names and we've met a challenge, now we're going to do both at the same time with this next activity."*

# 64 Squares (25 minutes)

**Note to Leaders:** This is a challenging activity that will totally involve your group. To succeed they must work together. The group will arrange 64 sheets of paper on the floor in a square of 8 across and 8 down.

**Intro:** *"This next challenge has to do with your success at school and in life. If you pay attention you will be able to see connections between the activity, the paths you choose and how that can affect your experiences. So let's take on the challenge together and see what happens."*

## I. Presentation

1. They must stand around three sides of the board (you stand on the side that is the finish line).
2. As you begin to tell the story that you have learned to set up the challenge, walk around the board to where they will start and set the activity up from there.
  - use the board in your set up to demonstrate the story and the object of the activity.
  - the world record is 12 minutes and 4 seconds.
3. Weave the following rules into the presentation story:
  - students must step on the first row of squares
  - students may move only to any square that is adjacent to the one they are standing on (they can go sideways, forward, backwards, diagonal)
  - once they've hit a dead end, students must return on the "safe" path
  - if a student does not return on a safe path, one minute is added on to the team's time

What's Important!

...continued on next page

# 64 Squares (25 minutes)

## II. Play

1. First student takes the first step on the board; if it's a safe square (a footprint) you make no sound and if it's an unsafe square (an X), you make a sound. If the square is safe, the student may continue on until he/she hits an unsafe square.
2. The team continues to go in order (so that all are participating) until a safe path all the way across is found.
3. If after 5 minutes, they are really struggling, you may want to give them a clue about folding or turning the paper.
4. Once a student makes it all the way through, he/she leads the rest of the group through the safe path.

Things you may notice...

## III. Process

Debrief 64 squares. Using the 5 Questions, lead the group to their own learning and discovery through a discussion.

1. Did you notice...?
2. Why do you think that happened?
3. Does this happen in life or school?
4. Why do you think that happens?
5. How can you use that information?

## "I don't know nothing"

The two most common responses from high school students are:

1. "I don't know" and
2. "Nothing"

To counter these responses we have to be ready with our own. These work, but there are many, many more.

"I don't know"... Respond with

"Nothing"... Respond with

Silence... Respond with

...continued on next page

# 64 Squares (25 minutes)

## IV. Personal story

Use the board and relate it to your high school experience with personal stories of your own situations and how/what you learned from them.

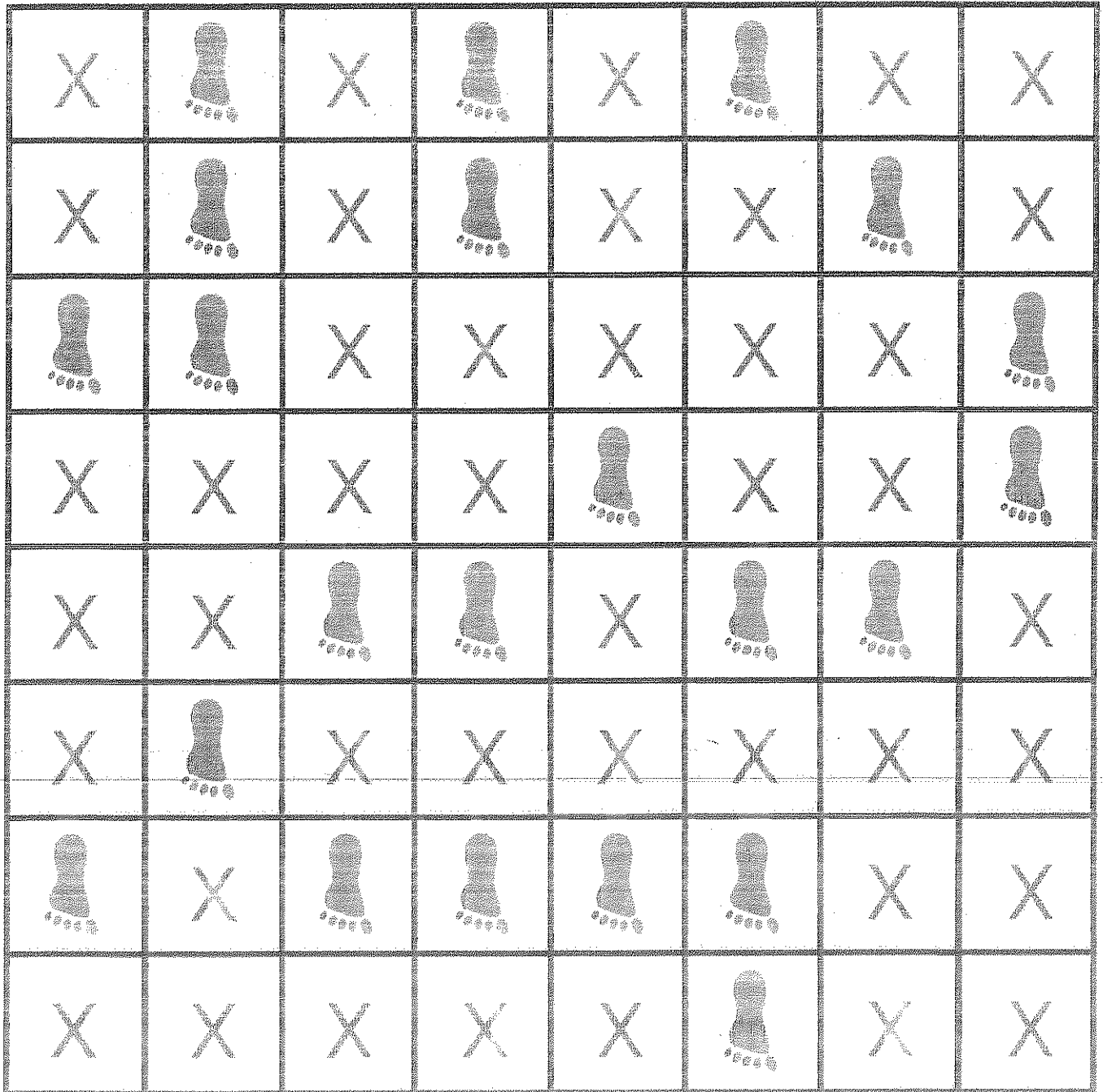
Setbacks and Challenges

Successes

Key Learnings

**Outro:** "Hopefully 64 Squares gave you some ideas of how to choose a positive path in high school. Now here's some valuable information from Link Leaders to help you get started on that path."

# Start



# Finish



# What Every Freshman Should Know (10 minutes)

**Intro:** *"Because Link Leaders are juniors or seniors and have been on the high school path for a while now, we have some knowledge about what it takes to be successful in high school, so we all got together a while ago and brainstormed some really important information that we wish we would have know when we started here."*

**Note to Leaders:** This is your time to share ideas that you and other Link Leaders believe to be important for success in high school. Share the list of ideas that were brainstormed during May Development Day as well as your own ideas that you think are important. Take your time and let them ask questions.

## Classroom clean-up

Clean up the classroom before you leave on the tour because you will be going directly to the closing assembly following the tour.

- return furniture to original order
- bring supply bag with you with leftovers inside

*Before you leave the room, do some type of group celebration/validation...high energy leaving for the tour.*

## Campus tour (20 minutes)

You've got to get excited, energized, and be interesting for this to work. Remember to dress up, bring candy, do a theme thing...something to make it a tour they will never forget. Include positive information along the way about teachers, classes, places to eat, etc. Negative images create negative attitudes that rarely change. Remember, *Total Support*.

*Please keep an eye on the time and don't be late to the closing assembly... there are a lot of people waiting for you.*

*Bring your Crew to the closing assembly and sit with them!*



# Extra Activities

These activities are to be used only if you have extra time in small group session. You have done these activities, but have not been trained in them so you should read through the instructions in order to be familiar with them.

## Human Knots (10 min)

This is a fun activity used for teambuilding. Explain that the group will be working through a challenge to untangle a human knot.

Have the group stand shoulder to shoulder in a circle.

1. Have each person stick their left hand into the circle without touching anyone.
2. Have them grasp the hand of a person not standing next to them.
3. Have everyone stick their right hand into the center of the circle without touching anyone.
4. Then have them grasp the hand of a different person not standing next to them.

*If you have an odd number of people in the group, when you grab hands the first time you will have an extra hand. This will work out in the second grabbing if everyone has two hands.*

*You should be the one to grab a hand last so that no one is left out.*

5. Without letting go of hands, untangle the knot.

## Public Interview (15 min)

This activity gives students a chance to get to know each other better.

1. Each person is in the hot seat for 60 seconds in which time the group asks that person questions.
2. The person has the right to pass on any question.
3. Explain the difference between the level of questions they can ask. Light type question: What is your favorite color? Medium type: what are some of the things you look forward to in high school? Heavy type: who is someone who has changed your life?
4. You can ask for volunteers to go first or ask whose birthday is closest to today and have that person go first.
5. You participate both in asking the questions and in being on the hot seat.

# Yes, and... – Go Big! – Total Support

Yes, and...

Go Big!

Total Support

# Elements of Excellence

---

# Small Group Session

1 hour and 50 minutes (including tour)

