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Fake Introductions

Materials: None

Preparation: None

Description: Participants sit in a circle and one of the facilitators begins by introducing the person to his/her left with fake information. The facilitator makes up their name, major, hometown, favorite food, their likes and dislikes and then something else. (Ex. most embarrassing moment)

Example: This is Sean Boyzer. He is from Jo-town Mississippi. His major is apparel design with a minor in Art History. His favorite food is macaroni and meatballs mixed together. He likes long walks on the beach with his cat fluffy. His most embarrassing moment was when he stepped on his teacher’s guinea pig.

After the fake information is presented, the person who was introduced reveals the true information and proceeds to introduce the person to his/her left.

Outcomes: This is an entertaining activity because of the things the participants make up. Sometimes they actually get some information correct.

Discussion: What information was correct about people?
**Variable Names**

Materials: None

Preparation: None

Description: Participants form a circle. They will take turns introducing themselves as their favorite food, repeating what each person before them said as they go around the circle. (Hi! I’m a pepperoni pizza!) Participants cannot repeat a food someone else has used. This should take about five to ten minutes.

Outcomes: This activity will get participants thinking while getting to know each other. It can also break down some barriers, as it can get pretty silly.

Discussion: What does your favorite food say about you?

Variations: Participants could introduce themselves as their least favorite food, an animal, a title of a book, etc.
**Quadrant Activity**  (*POSSIBLE TRISECTION ACTIVITY*)

Materials: None

Preparation: None

Description: Split the section up into groups of three or four people each. (It works best if the groups consist of both boys and girls and kids from both instate and out of state if possible.) Each group has a piece of paper and drawing materials. They have to split the paper into four sections and draw four different things that each person in the group has in common. It works best with a mix of boys and girls because they have to be slightly more creative than “We are all girls.” Or “We’re all from Iowa.”

Outcomes: It helps the section to get to know each other in an even smaller setting by searching for things that they have in common with multiple other people. [Ex. John and I discovered that both of our fathers come from a city that starts with the letter D. One of our groups had also each ridden a horse.]

Variations: To take up more time or get the kids to think “deeper,” restrict what they can include in their drawings such as:
- Cannot include shared physical features
- Cannot include anything to do with Iowa State
- Cannot include anything dealing with number or type of siblings, etc.

Discussion: What is the most unique thing you learned about other participants?
**Repeat Name Game**

**Materials:** None

**Preparation:** None

**Description:** Students form a circle and a random person is designated to start (probably one of the leaders should start to loosen up mood). That person uses a word to describe herself/himself that starts with the same letter (or sound) as their first name. Then the next person in the circle has a turn. In addition to coming up with her/his own adjective, the student must repeat the one adjective and name of the person that came before. In this way the game continues around the circle, and the last person must repeat all the names and adjectives of the people that came before. At the end, the whole class as a group repeats the names and adjectives that correspond.

**Outcomes:** This activity is basically one that helps students learn names in a care-free atmosphere that is hopefully more enjoyable than simply stating your name, major, etc. Students lighten up quickly (especially if people come up with creative/funny adjectives) and in the process, learn the names of their classmates in the first couple days of seminar.

**Variations:** Leaders can decide to add a little variation depending on the vibe they get from the students. (i.e. if they are talkative and active, then this should definitely be added) In addition to coming up with an adjective, students can also create some sort of appropriate action that goes along with the adjective, making it more fun and interactive.

**Discussion:** Why did you choose the adjective you did?
**Beach Ball Challenge**

**Materials:** Beach Ball

**Preparation:** None

**Description:** Participants are told that they will be taking turns throwing the ball around the room and saying the name of the person they throw it to. There are rules to how this must be done:

~ The name must be said correctly
~ Play must start and end with the same person
~ Each and every person must touch the ball once and only once
~ Play will be timed

Report the amount of time the first play took. Tell participants they must cut that time in half this round, encouraging them to get faster and faster until they figure out that they should line up and go in a specific order to speed things up. (Don’t tell them to do this, let them figure it out on their own.) Once they have accomplished this and are going as fast as they can, tell them they must complete a round in 1 second. Eventually they will stand in a circle touching the ball and all say each other’s names at one. Again, don’t give these directions, but let them solve the problem on their own.

**Outcomes:** This activity allows participants to learn each other’s names, build teamwork, show the importance of listening, and trying new ideas. This will also reveal personality types.

**Discussion:** How did you work as a team to solve the problem? Are there any other ways to speed up the process?
Impressions

Materials: 1 Envelope for every participant

Preparation: None

Description: Give each participant a piece of paper and an envelope and instruct them to write down their initial impression about college. This may include anything from classes, roommates/living situation, being away from home, to whatever they want. When they have completed this, they fold the paper, put it in the envelope, seal it, and label the outside of the envelope with their name. After everyone is done, all of the envelopes are collected by the leaders, who hold onto them until the end of the semester.

At the end of the semester, each student receives his/her envelope and they read the note that they wrote themselves at the beginning of the semester. Then the students are given some time to reflect on how their impressions of college have changed throughout the semester, for better or worse. After the students have reflected individually, the group comes together to discuss how the semester has progressed for everyone and how their initial impressions may or may not have changed.

Outcomes: Students will see how they have grown throughout the semester. They will also get a chance to see how others have reacted to different things. It will also be a bonding activity because they will be able to see how at least some of the experiences are quite similar.

Variations: In addition, have each student fill out a note for each one of the other students and one for each of the leaders. On this sheet they write their initial impressions of the person. The sheets are sorted by the leaders and poked in the appropriate envelope. When envelopes are handed back at the end of the semester, each student writes another note about a positive impression they have gained through knowing each individual student. These are handed back with the envelopes.

Discussion: If there was some change: How have your initial impressions of college changed? Was there a specific event that changed your outlook on college?
If there was no change: What do you think prepared you so well for college?
General Questions: What advice would you give to freshman next year so they are more prepared? What do you think is the most important deciding factor in knowing what to expect for college (ex. taking AP classes in high school, teachers in high school, etc)?
**M&M Game**

Materials: M&Ms

Preparation: Generate a list of questions
Assign rules for numbers and colors of M&Ms

Description: Pass around M&M’s and have everyone take as many as they would like. You have a list of questions you will have them answer when they get into groups, more than five but less than twenty. The groups are chosen by the number of a single color of M&M they have. The facilitator announces the number of a color and then the question they must answer to the rest of their group. After sufficient time, split the groups up, by announcing a different color and number, and then ask another question. This game can take anywhere from 10-20 minutes depending on how long people get to stay in groups. Some sample questions are below:

- What is your favorite place to visit?
- What was your best family vacation?
- Who is the person you miss the most from back home?
- Who is the most famous person you have ever met?
- What is your favorite high school memory?
- What clubs/sports did you do in high school?
- What are some interesting things you would like to do at ISU?
- What made you decide to come to ISU?

Outcomes: Students get to know each other while eating M&Ms

Variation: Questions can be about anything.
--- ACTIVITIES FOR EARLY IN THE SEMESTER ---

**Famous Relations**

**Materials:** None

**Preparation:** None

**Description:** Give a notecard to each student, and on the card have them write a famous person that is related to their major. Don't let anyone else see the cards. Collect the cards and read all of them through twice and only twice. They then have to remember all the names and guess which card belongs to which student. The last person to have their card guessed wins.

**Outcomes:** Students will learn more about one another without having to speak about themselves in front of a group. (This is good if there are several shy students!)

**Variation:** You can do this with any topic...favorite food, biggest fears, etc

**Discussion:** What do the famous people represent to the students and their majors? Are these the people that caused them to choose their major?
**Eye Scream (for names)**

Materials: None

Preparation: None

Description: There should be an odd number of people. Have everybody get in a circle, then have them all face down and close their eyes. When one of the leaders says, "Ready set go!" all the students should look up at another student. If two students are facing each other at the same time, they must say each other's names out loud, and if they are correct, they get to leave the circle. If one of them is wrong, he/she must first learn the name of the other student, and then remain in the circle. After that round is done, have everybody look down and close eyes again. Repeat the steps until there is one person left. That person has to either do a little dance or go around the room saying everybody's names from memory.

Outcomes: Allows everyone to become familiar with everyone else's names.
**Know Your Neighbor** (*POSSIBLE TRISECTION ACTIVITY*)

Materials: None

Preparation: None

Description: The game starts with every person sitting in a circle with one student in the middle. The student in the middle turns to someone and asks, “Do you know your neighbor?” If the person does, he/she says yes, and then says the names of their neighbors and 1 fact they know about each of them. The person then says “GO” and everyone except him/her and his/her neighbors must switch places, including the person in the middle. If the person doesn’t know their neighbors they say “No, but I do know…”. They then name two other people in the room, and then those 4 people, including the person in the middle, have to trade spots. You are always required to move at least 2 seats from where you originally were.

Outcomes: A get-to-know-you game
**Peek-A-Who**

Materials: Blanket

Preparation: None

Description: Divide into two equal teams. The leaders will then hold up a blanket so the teams can’t see each other. Each team then selects one member of the team to sit right next to the blanket. On the count, the people holding the blanket drop it and it is a contest to see which person can say the name of the opposing person fastest (and correctly!). The person who doesn’t win is then traded to the other team. The team with the most people at the end wins. Just remember, only the two people selected by the team do the guessing. Try to be sneaky and think quickly!

Outcomes: An energetic game to test name familiarity

Variation: Could be played with majors
Question Ball

Materials: Large Ball
Permanent Marker

Preparation: Create a list of get-to-know-you questions
Write the questions in large print on the ball

Description: Have your students stand in a circle. Throw or bounce the ball to someone in the circle. The student says his or her name (if this is an icebreaker) and answers the question facing them. They then throw or toss the ball to someone else in the circle.

Sample Questions:
What is your favorite...
sport?
color?
television show?
movie?
book?
smell?
food?
restaurant?
store?
movie star?
style of music?
band/musician?
class?
If you didn’t attend ISU, where would you be?
What will you be doing in five years?
Describe your dream job.
Describe the perfect spring break.
If you were stranded on a desert island, who would you have with you and why?
What is the size of your high school graduating class?
If you were a plant, what kind would you be?
What is the best present you’ve received?

Outcomes: Students get to know things about each other
Video Scavenger Hunt  (* POSSIBLE TRISECTION ACTIVITY *)

Materials: Video camera for each group
           Video tapes for each group

Preparation:  Create list of items to be “scavenged” for with points
              Reserve camcorders
              Arrange a time to watch the videos (in a room with VCR)

Description: Each group will have a video camera. They will be given a list of items that can be located on the ISU campus and told to videotape as many points worth of items as possible. (Each item on the scavenger list will have a point value associated with it.) The students will be given the entire class to videotape and will spend half of the next class watching the videos.

Example Items
Locate Oprah Winfrey’s brick in front of Catt Hall (1)
Do cartwheels in the skywalk between Howe and Hoover (3/person)
Locate the banana plant in the greenhouse (2)
Take a ride on Cy-Ride (3)
Use a pick-up line on a non-group member (1/attempt)
Buy a pop at the Hub and crush the can on your forehead (4)
Play leapfrog on central campus (3)
Chase a rabbit (5)
Wade in Lake Laverne (5)
Purchase item at the C-store (2)
Ask a non-group member their favorite cartoon character (1/time)
Visit the Design amphitheater and perform and improv. Skit (5)
Have a pretend tea-party in Lagomarcino’s back courtyard (5)
Get a non-group member to sing “We Will Rock You” (4)
Tell a non-group member a really stupid joke (2/joke)
Find a non-group member eating an apple (1/person)
Non-group member eating a banana (1/person)
Get an ISU employee to sing the fight song

Rules
-Everyone must appear in the video once
-Ask everyone for permission to film them.
-Do not videotape inside the library
-Be back promptly at 10:50

Outcomes: Plan this activity so that it is early enough in the semester for the students to still need help with campus, yet late enough that they will have some ideas as to the locations of the items.
Yarn Memories

Materials: Yarn
Scissors

Preparation: None

Description: Take a ball of yarn and have the person who starts hold one end and rap it around their wrist. They throw the yarn around the room and either say something positive about the person they throw it to or something that person has done to inspire them. That person wraps the yarn around their wrist and throws it to someone else. You can make the game as long or as short as you want. If you have time, you can continue to throw the yarn until everyone in the group has said something about everyone else. When you are done, you have bracelets of yarn that you are supposed to wear until they fall off.

Outcomes: “Warm fuzzies” This game will help to break tension, help to create a positive environment, raise self-esteem, etc.
Tap Someone...

Materials: None

Preparation: Create a list of statements

Description: Students sit in a circle with their backs facing the center of the circle and eyes closed. Choose some students to stand in the middle of the circle. One of the leaders will say “Tap Someone Who...” followed by one of the statements from the list, like “is always smiling”. Then, the students in the middle tap the shoulder of a few of the students that they feel represent the statement. Instruct them that they can tap more than one person for each statement. Go through about five statements and then switch the center students. Make sure you leave enough time for each statement, so that more people get tapped. As a leader, also make sure that everyone is getting tapped some so they feel included.

Outcomes: The statements are meant to invoke thought about the different characteristics and positive qualities of others. It helps the students realize that others think they are valuable without knowing who thinks what, and it also helps them see good aspects in others. It is great for building group unity, especially after getting to know each other for a while.

Variation: Depending on the size of the group, alter the number of students in the center. For a seminar of ten, I would use two or three at a time. One leader could sit in the circle or tap students while the other leader is reading the statements, and then they could alternate. Use more or less questions depending on time constraints.

Discussion: How did it make you feel when you were tapped? Were you surprised at anything that happened? Why do you think we did this activity?
Four On a Couch

Materials: None

Preparation: None

Description: To start the game, have everyone write their name on a slip of paper, mix all the names together, and then have everyone draw a name (it doesn’t matter if you draw your own name or not). Then split into 2 teams—usually it works best to split into boys vs. girls if the numbers are even.

If you don’t have a couch available, designate 4 chairs or 4 spots on the ground as the “couch.” Then everyone sits in a circle (with 4 people sitting on the “couch”—2 from each team), and one spot in the circle is left open. Whoever is to the right of the open spot begins the game. This person will call a name, and whoever drew that name will move from their spot into the open spot. Then the spot that they were previously in is the open spot, so the person to the right of the new open spot will say a name, and the same thing will happen—whoever has the slip of paper with that name on it will move to the open spot. The same name cannot be called twice in a row. This continues until one team has 4 of their members on the couch, and then they win.

Outcomes: Energetic, Fun time.

Variation: When the person who has the slip of paper of the name that was called moves, they can switch names with the person who called them (which would be the person now sitting on their right side). This makes the game very fun because you have to remember who has which name, and it continues to change.
Found Objects  (*GOOD ACTIVITY FOR OUTDOORS*)

Materials: None

Preparation: None

Description: Give students 3 minutes to find an object, any object. Once their objects are found they must make up a short story involving the object to share with the group.

Outcomes: This activity works best in a section with creativity and openness. This will result in around 15 minutes of laughs and creativity and will introduce students to the behavior that would be accepted and expected in the honors program such as creativity, randomness, and letting loose. This will also give the students a chance to experience the imaginations of one another.

Variation: Give the students the objects.

Discussion: Was anyone’s story similar? Did you think of the same story for the same objects?
**The Human Knot**

Materials: None

Preparation: None

Description: Everyone forms a circle, shoulder to shoulder. They take hands with people across from them (a student cannot take both the hands of one person). The object of the game is to get untangled as quickly (and safely!) as possible.
**Train Wreck** (*POSSIBLE TRISECTION ACTIVITY*)

Materials: None

Preparation: None

Description: Have all the students set their chairs in a circle with one student seated in the middle of the circle. The student in the middle yells out something such as "Anyone who played a sport in high school" Anybody who played a sport in high school has to move to a different chair. The person without a chair has to sit in the middle and ask the next question. Play continues as desired.

Outcomes: Situations arise for funny commentary and may help develop relationships among students. They can also learn things from the calling from the student in the middle.
Questions Only

Materials:  None

Preparation:  None

Description:  Students are instructed to stand in a circle facing inwards. They are told the only two rules of the game:
   1) You may speak only in questions.
   2) You cannot ask the same question twice.
A leader begins by pointing at someone and asking them a question. They must respond with another question, and then ask someone else a continuing question, (or they can try to get their questioner back.) The trick is that the conversation must make sense.
   An example:
   Person 1: How are you doing today?
   Person 2: How am I always doing?
   Person 1: Should I know that?
   Person 3: Don’t you have anything better to do than argue?
   Person 1: No.
   Person 1 would then be eliminated and the game would continue. And on and on and on until there is one person left who is declared the winner.

Outcomes:  Students will hopefully laugh a few times and forget the fact that they are, in fact, getting credit for this class. Also helps work on quick thinking skills.

Variations:  Students may or may not be very good at this. Some people may be able to go a long time without messing up, and others will be quickly eliminated. Perhaps break up the class into a couple groups so that more than one game can be played at the same time.

Discussion:  Jeez, people will have been asking a lot of questions already. Maybe we should focus on just making discussion statements after this activity! Talk about how your brain is wired to want to respond to questions with a statement rather than another question.
**Six Items**

Materials: A ball or item that can be passed around a circle

Preparation: None

Description: Have everyone sit or stand in a circle. Give one person the ball, and ask him/her to name at least 6 items in a given category. He/she has to do so within the time that the ball is passed round the circle. If he/she does not complete the task, he/she has to try again. If 6 items are named within the given time, the individual who ends up with the ball when after all 6 items are named is “it” for the next game. (The number of items that need to be named within the given time is relative to the number of people in the circle.)

Example Categories:

<table>
<thead>
<tr>
<th>Sour tasting fruit</th>
<th>U.S.A. Olympic athletes</th>
<th>Video games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign makes of cars</td>
<td>Farm animals</td>
<td>Types of shoes</td>
</tr>
<tr>
<td>Names of seas</td>
<td>Magazine titles</td>
<td>Brands of cereal</td>
</tr>
<tr>
<td>Brad Pitt movies</td>
<td>Modes of land</td>
<td>Names of grocery stores</td>
</tr>
<tr>
<td>Italian foods</td>
<td>transportation</td>
<td>Country singers</td>
</tr>
<tr>
<td>Broadway shows</td>
<td>Constellations</td>
<td>Pizza restaurants in Ames</td>
</tr>
<tr>
<td>Vacation destinations</td>
<td>Types of trees</td>
<td>Names of campus dorms</td>
</tr>
<tr>
<td>Types of currencies</td>
<td>Spanish speaking countries</td>
<td>Fonts in Microsoft Word</td>
</tr>
<tr>
<td></td>
<td>Tourist attractions in D.C.</td>
<td></td>
</tr>
</tbody>
</table>

*Suggestion: Avoid categories that are extremely hard or extremely easy, like the 1940’s Nobel Prize winners or emotions.*

Outcomes: A fun game that warms the brain.

Variation: Have one person in the middle of the circle. This person provides the category, and indicates how many replies are expected from a player in the circle. If that player does not live up to the challenge, he or she takes the place in the middle of the circle. List the items for a given category in alphabetical order. Have players close their eyes so they don’t know where the ball is. You could stem the categories from a common topic like Iowa State, another country, Honors Program, etc.
**Group Juggle**  (*POSSIBLE TRISECTION ACTIVITY*)

Materials: Three throwable objects (tennis balls, bean bags, etc.)

Preparation: None

Description: Have students stand in a circle. Begin by tossing one ball to a member of the group as you say his/her name. That person then tosses the ball to another member as he/she says the next person’s name. This continues until everyone has received the ball once. The last person throws the ball back to the leader. Now have them begin this pattern again, but continue to add balls as they go creating a “juggling” effect. They must always say names as they throw. Once they have mastered one path, you can have them create a new one in which everyone throws to a different person.

Outcomes: This activity works best for students to learn each other’s names. The variation listed below would be more beneficial for building teamwork skills.

Variation: Warp Speed! This spin-off focuses on problem solving and teamwork. Challenge the group to see how fast they can juggle one ball around the whole group. Time the group, and ask them to “tender” for how fast they think they can really do it. This is like a business tender, so they must put in a really good bid, but they must also be able to deliver. Allow discussion and planning time, ask for their goal, and then ask them to deliver it. (This variation would also need a timing device of some sort).

Discussion: If they make it, then ask them to think again, because they undersold themselves. Ask them to come up with a new tender that will reflect their group capabilities better. If they don’t make it, ask them to discuss what went wrong, and say you’ll give them a second chance to make their tender.
Childhood Regression

Materials: Collect construction paper, glue, play-dough, glitter, paint, macaroni, crayons, and anything else you would see in a preschooler’s arts and crafts room.

Preparation: None

Description: Basically, this is an informal, relaxing period where students can revert back to the stress-free times of childhood and simply create. They can mold clay, cut and paste, draw, or do whatever they want. They can sit on the floor, or in chairs. The point of this activity is to decompress and be creative. This would work for any size group as long as you have enough material. Also, this would be a good activity for if you only had half a class period to fill up.

Outcomes: Students will have fun in the unstructured environment and probably show you their creative side. They will have time to relax and get to know one another in the midst of college stresses.

Variations: Instead of doing childhood arts and crafts, they could play traditional childhood games like duck, duck goose. This would also provide time to reduce stress but would also provide a level of activity to the mix.

Discussion: Did you feel comfortable acting like a child in this situation? Is it considered unacceptable for college students to spend time doing arts and crafts according to traditional societal norms? What benefits did this activity have for you personally? Are there any drawbacks for you personally?
Mission to Mars  (* GOOD ACTIVITY FOR OUTDOORS *)

Materials: Need 2 blindfolds and 1 item to pick up (such as a marker or a pine cone) for every 4 students playing.

Description: The four players represent people and/or pieces of equipment used to do work on Mars. Their descriptions follow:

- **Person A:** Is mission control, is NOT blindfolded, and CANNOT speak
- **Person B:** Is the communication satellite, IS blindfolded, and CAN speak
- **Person C:** Is the rover, IS blindfolded, and CANNOT speak
- **Person D:** Places the marker and walks with the rover to make sure they’re safe.

Person D will walk out into a clear area, place the marker or other object on the ground once the blindfolds have been put on for persons B and C, then returns to where Person C is. Person A is allowed to see where the marker is, but cannot speak to communicate this. Person A and Person B must come up with a way to communicate without using words. Once the activity starts, Person A gives non-verbal directions to Person B, who is seated in the grass. Person B then translates these directions into verbal directions to Person C, who will use those to try to find the marker. Again, Person B is the ONLY one allowed to speak. Person D walks with the rover to keep them from walking into a tree or any large holes on the playing field. Players will alternate positions after the marker is found.

Outcomes: Students will gain trust of one another, and begin to empathize with one another once they begin to switch positions. They will also discover the importance of non-verbal communication, and the necessity to be clear in directions. Additionally, it will be necessary to take the new problems as they come, and adapt to them where necessary.

Variations: Add links in the communication chain, have more than one rover out at the same time looking for two separate items.

Discussion: How well did your original strategy work? If it didn’t work well, which parts needed to be changed, and how? How difficult was it to not be able to communicate for those who couldn’t speak? How easy was it to entirely trust the other members of your team?
The Lava Game  (* GOOD ACTIVITY FOR OUTDOORS *)

Materials: Several Ropes from 8 to 50 feet long
Prizes in a bag or backpack

Preparation: Leaders choose an area with several trees. They place the “prize” in one tree and put a rope around its base. They make another circle around the tree so that the ropes are 10 feet apart. The area between the ropes is “lava.”

Description: Students are given several ropes of varying lengths. They are told that at least one student must get to the prize and bring it back without touching the lava. Any student who touches the lava must sit out and cannot participate. When I played this game we took the rope, wrapped it around the tree the prize was in, and then looped it around a second tree. One team member then crawled across the rope to the prize, threw it back, and then climbed back across the rope. Even though the prize that we got wasn’t anything extraordinary (I think it was post-it notes, pens, and bubble-blowing stuff) it didn’t matter because we were really proud that we even got the prize.

Outcomes: Everyone works as a team to figure out an interesting problem.
Yarn Game

Materials: Yarn and Scissors
Two small ring-like objects (anything you can string yarn through)

Preparation: None

Description: The group is divided into two teams. They form a circle, shoulder to shoulder. The first student takes the yarn and wraps it around any part of their body (hand, finger, waist, arm, leg) three times. They pass the yarn to the next person who does the same. When the last person has finished, cut the end of the yarn. Each team is given one of the ring-like objects. The teams race to see who can string the object through the yarn and around the circle the fastest.

Outcomes: Fun game
Paper and Dice

Materials: Die
One writing utensil
Paper for each participant

Preparation: None

Description: The first person begins writing numbers in order from 1-100. The person on their left rolls the die until they roll a pre-set number (say 3). When he/she rolls a 3, they drop the die and grab the pen from the first person, while the person next to them grabs the die and starts rolling. This continues until someone reaches the target number (100), and that person must stand up and say something (we did H2, our section number).

Outcomes: The students enjoyed the game, and it is funny to watch, like when the die goes flying.

Variations: For different lengths of the game you can change the number to reach, switch to letters, or get a different sided die.

Discussion: Point out the different reactions in the game, such as how some will drop the pen, and some will not let go, ect. Also it is interesting to have people read their sheets, as sometimes people skip or repeat numbers.
**Coin Game**

Materials: Coins

Preparation: You need several coins that were made in years that are less than the age of the youngest person in the group.

Description: Hand out 1 coin to each person in the group. Have each person look at the date the coin was made and go around the room telling everyone one significant thing that they did during that year, or one significant event that took place in their lives.

Outcomes: Students will learn about some important past aspect of all their fellow classmates.

Variation: Instead of having everyone say something important about that year, have them say the first thing that comes to their mind about the year. This would be a fun way to get to know random facts about the people playing the game.

Discussion: Why is this event/significant thing the one that came to mind when the student was asked the question?
M&M Design

Materials: Buy fun-sized M&M’s, one bag for each student

Preparation: None

Description: Have everybody partner up. Take one of each pair into the hallway and show them a specific arrangement of M&M’s. Have them go back into the room and the person who doesn’t know the pattern of M&M’s finds their partner. The partner has to explain how to organize the M&M’s and the other person goes back and sets up the candy as directed. At the end, you can see how each person arranged the M&M’s.

Outcomes: This activity gives insight into how people communicate and listen. An explanation that may work well for somebody may be hard for someone else to understand.

Variation: Have them explain without letting them talk or let them talk, but don’t let them use their hands. You can also use something other than M&M’s.

Discussion: How did you feel most comfortable explaining? How did you feel when you had the restrictions imposed?
Fun with Food

Materials: Frosting, Graham Crackers, Gumdrops, Licorice, and other edible items that could make good construction materials. Also provide toothpicks for holding things together and plates, forks, spoons, and knives as needed.

Preparation: None

Description: Divide students into small groups. Give them various food items and have them work together to make creations out of them. Then have the students share their creations with the whole group.

Outcomes: Students will get to know each other better through sharing their creative insights and by talking, eating, and working together. This will allow them to bond in a relaxed environment.

Variations: Students could be given something in particular to make and can compare how different groups approached the task.
Spoons

Materials: 2 decks of playing cards
Collection of spoons (one fewer than the number of players)

Preparation: None

Description: The spoons are placed in the center of the circle of players and four cards are dealt to each player. All players simultaneously place one unwanted card face down to their left, and then pick up the card that the player to their right has placed (the dealer passes cards from the pile before using the passed cards). Then they do the same again, and continue until someone collects four of a kind. There are no turns - the passing happens as fast as the players wish, but during the play cards must only be passed one at a time, and you must never have more than four cards in your hand at one time, so you are not allowed to pick up a new card from your right-hand neighbor until you have reduced your cards to three by discarding one to your left. A player who collects four of a kind takes one of the spoons. As soon as a spoon has been taken, all the other players are entitled to take a spoon each, even if they do not have four of a kind. Since there is one spoon fewer than the number of players, one player will be left without a spoon. This player is the loser of this deal. Each time a player is eliminated you must remove one spoon from the game.

Outcomes: Energetic and competitive game.
**Macaroni Pictures**

Materials: Enough macaroni noodles to distribute to students
One sheet of paper per student
Lots of glue

Preparation: None

Description: Distribute the macaroni and paper evenly among your students. Make the glue easily accessible to each of them. Inform students that they are going to make pictures using only the macaroni and glue. Possible themes include pictures of their family, their favorite high school memory, or something that signifies their hometown. After students have finished their artwork, have them describe for the class what it represents to them.

Outcomes: Students will learn more about each other through each person’s description of their own artwork and its meaning to them. They will also have a chance to express their creativity by using limited mediums to represent an event.

Variation: If macaroni seems too limited, paint, glitter, or markers could be used to define certain aspects of the picture and make them more recognizable to the students. You could do also do this activity with any small, cheap item – a different kind of pasta, for example. Another possibility is to have the other students guess what each person’s picture represents before the students share the actual meaning.

Discussion: What does each picture show about the student who made it? Does it say anything about their values or beliefs?
Music Share

Materials: None

Preparation: Have the students bring in their favorite song on a CD. Leaders will need to bring in some way to play the CDs.

Description: During class time, the songs will be played in a random order. After each song is played, all the students will try to guess whose song they just heard. Once a student is matched to a song, he or she should explain the significance of the song. This will continue until every song is played and every student has a chance to say why it’s his or her favorite. Afterwards, a section mix CD could be made and distributed to each student as a keepsake. Keep in mind that class time is only 50 minutes, so each song can’t play for more than a few minutes, otherwise not everyone will get a chance to share.

Outcomes: Getting to know one another better, introducing people to new music.

Discussion: What does a person’s taste in music say about him or her (e.g. are people who listen to classical music more refined and intelligent)?
Extremities/YesNo Game

Materials: None

Preparation: Have a list of questions

Description: Present two sided questions to the section. Declare one side of the room one of the answers, the opposite side the other answer. The middle will be neutral ground and all shades in between. Let the students roll on their chairs to where they stand on a particular issue. After they have their positions, engage them in discussing why they chose the way they did, from both extremes AND the middle. Earlier in the semester it is wise to use non-confrontational questions. As the semester goes on, more controversial questions could, and should be asked.

Extremities Questions

Would you rather live in L.A. or NYC?
Would you rather live in a small town or big city?
Do you approve of casino gambling on Indian reservations?
Is it hard or easy to say no to sales people?
If you had to kill your own food, would you become a vegetarian?
Do you live for today or plan for tomorrow?
Do you hesitate to answer strangers’ questions?
What worries you more: financial or physical security?
Are you pro-life or pro-choice (abortion)?
Do you support the war in Iraq?
Do you support President Bush?
Are you an optimist or a pessimist?
Do you support gay marriage?
Which is better: anticipation or the real thing?
Are you a leader or a follower?
Is stubbornness always a bad thing?
Do you like or dislike challenges?
If pill fulfilled nutrition and nourishment, would you give up eating?
If you were imprisoned wrongly and then set free, would you seek revenge?
Are you a good or bad secret-keeper?
Do you like sunrise or sunset better?
Do people of the opposite sex look better with long or short hair?
Would you deliver a baby if you had to?
Do you obey rules you consider ridiculous or unfair?
Would you rather be good looking or smart?
Would you rather be a star and die at 42 or live to 90 with no fame?
Would you rather have the power to fly or to disappear?
Would you rather go blind or deaf?
Would you rather be President of the U.S. or the richest person in the world?
By law, should smoking be banned in all public places?
Should cloning research be halted?
Would you ever clone yourself?
If you were alive in the 1960’s, would you be a hippie?
Which do you like more: fame or success?
Do you support capital punishment?
Should there be a law requiring a husband to be notified if his wife decided to have an abortion?
Is there a case in which stealing is legitimate?
Genetic engineering: beneficial or unnatural and potentially harmful?
Should school teach an alternative to evolution?
Should assisted suicide be allowed?
Should we pay for donated organs?
Drafting women: right or wrong?
Could a woman be an effective President?
Should sex offenders be chemically castrated?
Does the U.S. interfere too much internationally?
If you could spend one year in perfect happiness, but afterwards remember nothing, would you?
Which sex has it easier in our culture?
If you were able to live to 90 and retain either the body or the mind of your 30-year-old self, which one would you choose?
For a one-week, all-expenses paid trip anywhere in the world, would you kill a beautiful butterfly by ripping off its wings? How about stepping on a cockroach?
Would you accept 20 years of happiness and fulfillment if at the end of the 20 years, you were to die?
Would you give up half of what you now own for a pill that would permanently change you so that one hour of sleep each day would fully refresh you?
Why don’t you have enough time?
Have the same amount of time as Michelangelo, Leonardo, Socrates, Galileo, Einstein, Vincent van Gogh, etc.
While parking late at night, you scrape a Porsche. The damage is minor and will not be covered by insurance. Do you leave a note?
Which could you tolerate more: leaving the country forever, or never leaving the current state?
Do you believe in capital punishment?
If you went to a beach, and it turned out to be a nude beach, would you still go swimming? Would you swim nude?
Would you like to know the precise date of your death?
Someone you deeply love is brutally murdered. You know the identity of the murderer who has been acquitted. Would you seek revenge?
Would you be willing to give up television for five years if doing so, someone would provide for 1,000 starving children in Indonesia?
ISU Trivia

Materials: None

Preparation: Collect facts, figures, and other trivia regarding Iowa State University. Turn this information into trivia questions (I used about half multiple choice and half open answer). Assign point values to different questions. Make small cards (index cards or note paper) with A, B, C, and D written on them for each group for multiple choice questions.

Description of Activity: Divide students into groups depending on the size of the seminar (I used three groups of approximately three students). Give each group of students a set of multiple choice cards. Ask the groups multiple choice questions, allow them to discuss quietly with their group members, and have each group hold up a card at the same time. Go over the answer and give points to correct teams. Continue asking multiple choice questions as time permits. After approximately half the session, switch to open-ended questions. Ask one group for a desired point value and ask a question of that value, with only the selected group able to answer. Again, allow the team members to discuss the question. Give points for a correct answer. Move on to the next group in the same way. With several minutes left ask a “final question” Jeopardy! style, which each group wagering an amount of their total points based on the category. Ask the question and either add this wager for a correct answer or subtract for an incorrect answer. If you’re a good leader, give the winning group candy (and give everyone else candy too, just not as much).

Outcomes: Students will learn more about the university in various areas such as history, academics, athletics, and random facts. Working in groups will allow students to get to know each other better and oftentimes competition will make the group lively and involved.

Variations: There are lots of available variations for this activity. The structure can be adjusted from trivia to more of a game show (Jeopardy! or Who Wants to Be a Millionaire?) format by altering the way groups select or answer questions. Instead of each group being equally able to get points, there can be more head to head competition. Or, conversely, the seminar does not need to be broken up into groups. Categories for questions can be formed so students have a choice of both subject and point value. Questions covering the Honors Program (What are the required aspects of Honors 121? What are three benefits of being in the honors program?) or personal facts about seminar members (Who is from Fort Dodge? Who plays in the marching band?) can be mixed in with more general Iowa State trivia.

Possible Discussion Questions: What did you learn about Iowa State University? Also, some individual trivia questions may elicit questions from the group regarding the subject.
**People Bingo**  (* POSSIBLE TRISECTION ACTIVITY *)

Materials: None

Preparation: Instructor prepares a "bingo" sheet with squares containing descriptions of things a student might wear, things they enjoy doing, some sort of fun fact, etc, along with a point value for finding someone with that characteristic.

Description: Each student gets a bingo sheet and has a set amount of time to go around the room and find people to sign the square that pertains to them. The hitch is each person can only a person's signature twice, meaning they must talk to most of the people in the group.

Outcome: Students interact and talk with one another, and they will learn things about their fellow students that they didn't know before.

Discussion: What was the coolest thing you learned? What answers surprised you?
**Picture Scavenger Hunt**  (*GOOD ACTIVITY FOR OUTDOORS*)

Materials: Cameras

Preparation: Go around campus and take pictures of buildings, sculptures, and other interesting structures on campus. Make some of the pictures easy to figure out and others only fractions of the actual structures. Put the pictures into categories based on how difficult it is to determine what it is and find it. Place a few pictures from each category on a page and label how many points that page is worth (possibly in a Word document). Print out the pictures, you will need at least two copies. Get two digital cameras to use on class day.

Description: Split the students into two teams. Give each team a copy of the pictures and a camera. Have one leader go with each team to find the structures in the pictures and take pictures of them as proof. After 45 minutes have everyone meet up and turn in their cameras. Count up the pictures each team found and the points that they were worth. The team with the most points wins.

Examples:
- 2 pts. - An ISU Police Car
- 2 pts. - A statue
- 2 pts. - A stop sign
- 2 pts. - A bike sign
- 2 pts. - A yield sign
- 2 pts. - Cy-Ride sign
- 2 pts. - A television that is turned on
- 2 pts. - Access Plus on a computer
- 5 pts. - A member of your group doing a cartwheel in the Hoover-Howe skywalk
- 5 pts. - A photo of your group on Cy-Ride
- 5 pts. - Steam tunnel entrance
- 5 pts. - A member of your group in a fountain other than the MU fountain
- 5 pts. - Someone sleeping on campus
- 5 pts. - Yesterday’s ISU Daily
- 5 pts. - A bike with a bell on it
- 5 pts. - A classroom used for SI (the sign on the door)
- 5 pts. - A group photo on an elevator
- 5 pts. - A group photo in a lecture hall
- 5 pts. - An ISU shirt that is NOT black, white, cardinal or gold
- 5 pts. - An ISU Daily distribution spot
- 5 pts. - An illegally parked bike
- 5 pts. - A three+ digit room number that doesn’t begin with 0 through 4
- 5 pts. - A Tier in the Parks Library
- 5 pts. - ISU Campus map
- 5 pts. - A dorm room
- 5 pts. – The only revolving door on campus
5 pts. – Lancelot and Elaine
5 pts. – An on-campus chapel
5 pts. – A computer lab that does not have Windows computers
10 pts. - A member of your group with a chipmunk in the picture (clearly visible)
10 pts. - A nuclear fall-out shelter sign
10 pts. - A member of your group in Lake Laverne
10 pts. - A group photo on the Zodiac at the Memorial Union
10 pts. - A group photo at the Knoll
10 pts. - A satellite dish
10 pts. - A horse
10 pts. - A unisex bathroom sign
10 pts. – Oprah Winfrey’s name (can’t write it yourself or Google it...)
15 pts. - Your group with an ISU faculty member doing something funny and ridiculous

Outcomes: Students will get to know one another by working as a team and will learn about the Iowa State campus.

Variations: Make the students take the pictures from the same angle you did. Have the leader take the pictures and the students be in them. Play the game with your tri-section.

Discussion: What things did you find today that you did not know existed? Did your team have a plan? If so, how well did your plan work? What would you change about what you did?
**Puzzle Trade Activity**

Materials: Three puzzles  
Plastic bags

Preparation: Get three puzzles of the same style with approximately 24 pieces, the honors building has already acquired these puzzles, you can find them in the kitchen (the three Disney puzzles). Afterwards get three plastic bags, and in each bag place 8 pieces of each puzzle, so in each bag you will have 24 pieces total, but have pieces from the three different puzzles.

Description: Divide the class into three groups. Give each group one of the bags with the puzzle pieces, make sure they do not see the puzzle boxes. Explain the rules:
~Each group has to make a puzzle  
~Each group has to choose one person to be a trader  
~At random times someone will say “Trade,” at this time the trader of each group will meet in the center and trade three pieces.  
~No one can talk during the entire game  
~The first group to complete one of the puzzles wins.

Start the game, call out “trade” whenever you want until a group completes a puzzle.

Outcomes: The activity is a team building activity; helps emphasize the team dynamic in a FHP section.

Variation: You can speed up a game by calling out “trade,” every 5-10 seconds. In less than five minutes a group should have completed a puzzle. If you have more than 5-6 people per group you can do more puzzles, and divide the puzzles into the amount of groups you have.

Discussion: What kind of obstacles did you encounter when trying to make the puzzle? How where these obstacles surpassed?
Rebus Teasers

Materials: Rebus Teasers

Preparation: Search the internet or other sources for 25 or so rebus puzzles and copy them into a document to make a handout for the students. Get photo copies made for the students. Also, in the case of our group, we are going to split the students up into three different groups of our choosing, so we can get different people that don’t normally interact with one another together.

Description: Split the students up into the groups, either randomly or of your choosing and hand out the sheets with the puzzles. Give the students a time limit of 15 minutes to complete as many of the puzzles as possible. After time is up collect the handouts and see which group had the most correct answers. Also, see which groups got which ones right compared to others, and have them share the answers with one another.

Outcomes: Hopefully the students will enjoy the activity, and that they will like the competition aspect of it. Obviously some students like competition more than others though. Also, I hope this activity helps some of the students to get to know/talk with people they don’t usually talk with.

Variation: One idea would be to do the activity as a whole class and work through the problems if you need to save time. Another interesting idea would be to divide them into introverts and extroverts (we did the Kersey Temperament Sorter in class) to see if that made a difference in the outcome. Another idea is to put up a puzzle or two on the board each day before class and see who can come up with the answer first.

Discussion: What was challenging about working in a group? What was helpful? How does having more minds work together help in activities like this?

Examples:

- HEAD
  HEELS

- HE
  NO
  WHERE

“Head over Heels”

“He’s in the middle of nowhere.”
New Form of Extremities

Materials: None

Preparation: Find four or five interesting political/social issues. In class, group students into pairs, giving each pair a topic they find interesting. Tell the students to look up information about their topic via the internet and be prepared to argue (or at least explain) the topic and the two (or more) sides surrounding it. They should be prepared to lead the class in discussion the next time they meet.

Description: The next time your group meets for class, give the pairs about five to ten minutes to discuss what they found out with their partner. Tell them that they will be leading a short game of extremities. Clear space in the room for people to choose sides, as in Extremeties. Have each group take turns explaining their topic and giving the arguments for each side. Then, have them ask opinions and have the rest of the class decide how they feel. It would probably be a good idea for the leaders to also have questions prepared in case any of the groups run out of ideas or didn’t do their assignment.

Outcomes: The students learn about each other, their backgrounds and beliefs. Also, they learn how to think and stand up for themselves when it comes to a debate atmosphere.

Example of how this should work:
Have one group go to www.iowastatedaily.com and read editorials written by fellow Cyclones about the debate on whether Intelligent Design Theory should be taught in class. If you can find one person who already thinks that it should and one that already thinks that it should not, pair them up and have them work on it together. However, it is not important that the pair has previous knowledge of their topic or that they are on opposite sides of the debate, as long as they can give both side’s arguments for the class. They should come prepared to explain the topic, give both sides, and have questions ready to ask their classmates.
**Story Time**

Materials: Picture book without words
Copies of the pages

Preparation: Obtain some picture book without any words. You could either copy all of the individual pages, or simply rip out all of the pages. Somehow either know or remember what order the pages go in. You could arrange the desks in a circle (or let them figure out that it could make things easier).

Description: Hand a page (or two) of the book to each member of the group as they walk into class. Make sure you hand the pages out in a random order. As they walk into the class tell them that they can’t show their picture to anyone else in the class, but they can study it very carefully. Tell the class that in their hands is a book, but there is a problem: it’s all out of order. It is their job to put the book back in order. However, they can’t see anyone else’s picture. Once they think they have it in order, they can present their story.

Outcomes: Students will develop their communication skills. Leaders in the group may come forward, also.

Variation: You could vary this activity by telling them to draw their picture. Then allow them all to look at each others drawing and come up with a story that they can present at the end.

Discussion: Who were the leaders in this activity? What problems did you encounter? What could you have done to accomplish this task sooner? What type of communication was used?
**Tower Building**

**Materials:** Scissors  
Tape  
Many Notecards

**Preparation:** Gather materials. The longer you want the activity to take, the more note cards you will need and if you want to use the stipulation of no lines showing, you need to have note cards with lines on one side.

**Description:** You start by dividing into groups of about 3 to 5 and give each group a pack of note cards, a pair of scissors, and a roll of tape. You then tell the groups that their goal is to build the highest tower with those three materials given in 5 minutes (or however long you want to make it last). But, there is a catch. Every minute or so, the person in charge of the game will add some stipulation to make it harder and more challenging for the groups. You let them begin and tell them to listen for further instructions. After about a minute or so you tell the groups that they can’t talk to one another until you instruct them to speak again. After that minute is up, they can then talk again but can only use their left hands. After that minute is up, they can use their left hands but you tell them that no lines can be showing on the note cards. (Meaning, if there are lines showing they need to flip those note cards around.) Then you give them another minute to finish up and at the end up the five minutes, the person in charge gets to select the tallest tower and that group is the winner!

**Outcomes:** Students will learn to work together in a group and to make sure to listen and follow the instructions given every minute or so.

**Variation:** There are various other catches you could add to this game then no talking, using only your left hand, and having no lines showing. You could pick things that either make the game harder or easier depending on your preference. Also, depending on how long you want it to take, you can use a handful of note cards or an entire pack.

**Discussion:** What worked/didn’t work? Was there a limit?
Share Your Skills

Materials: Materials needed to perform your example demonstration
Preparation: Have students each prepare a demonstration aimed at teaching their peers a skill. Encourage them to bring in props to demonstrate. Examples of a skill a student could share is ironing, folding a shirt, painting, knitting, calligraphy, preparing a meal, etc. One or both of the co-leaders should perform an example demonstration.

Description: Let students share their skills with the class.

Outcomes: Students will learn more about one another as well as gain more experience sharing in front of a group.

Variation: There could be many versions of this activity. Instead of letting each student share a skill, the entire group could be taught a practical skill, for example learning to sew, learning to build a table, learning to cook, learning to change a tire etc.

Discussion: What did you learn? If you could only have one of these skills which would it be and why?
**Rope Games**

**Materials:** 3’ rope per student

**Preparation:** A leader must know how to complete each of the rope activities.

**Description:** There are multiple different games/rope tricks to play with the students. A listing of some:

Rope Handcuff Game: Each student is “handcuffed” by a rope, which is interlocked with the handcuffs of another student. (See diagram) The students then must figure out how to get apart from one another without untying/loosening the knots and without taking the handcuffs off their hands.

Knot Tricks: Tricks to do would include the bachelors loop and the two handed overhand.

**Outcomes:** The students will have to figure out a problem, that being the handcuffs game, and will have to work with their partner to do so. The knot tricks are just a fun way to get people thinking about something and can be useful to help pass the time. This activity will not take too long, so it is a good idea to have it planned in with other activities on the same day.

**Variation:** Any knot/rope tricks will work in this activity.
Cartoon Nostalgia

Materials: CD

Preparation: Leaders must prepare a CD of about twenty-five old cartoon theme songs. Examples- Tailspin, Looney Tunes, Gummy Bears, Teenage Mutant Ninja Turtles, Fraggle Rock, Ren and Stimpy, Pinky and the Brain, Animaniacs

You must go through each song that you put on the CD and see how many seconds of it you can play before the name of the cartoon is given away or the song becomes too obvious. Make sure to write out a list of the order of the songs on the CD and the length of time each is to be played. Also, if you do not have class in the room with the CD player, you must bring your own.

The only items required of students are a sheet of paper and a writing utensil.

Description: Have each of the students take out a sheet of paper and a writing utensil. Explain to the students that you will be playing theme songs from old cartoons and that they will have to try and guess the titles and write them down. Play each song just short of the point that you marked on your sheet as being the “obvious” point. Make sure to pause in between songs to allow students to think and write their answers.

After you have played the last song, make sure each student has written his/her name on his/her paper and collect the papers. Now, start from the beginning of the CD and play each track again, this time letting the students hear most, or all, of each song. Make sure to tell the students the answers as each song plays.

Outcomes: Students may be overwhelmed with a wonderful feeling of nostalgia as they remember the cartoons they grew up with. Also, students might learn of some commonalities amongst themselves.

Variation: Instead of using old cartoons, you could use old television show themes. Conversely, you could use old music and see if the students could guess either the artist or the title of the song. Lastly, you could do a combination of some or all of these types of songs.
**Kiersey Temperament Sorter**  (*POSSIBLE TRISECTION ACTIVITY*)

Materials: None

Preparation: Make copies of the following handouts:
- Kiersey Temperament Sorter survey
- packet with all eight personality trait descriptions
- grid of possible personality types
  - prepare discussion questions about personality types
  - you should check with the Honors Office because they have the sorter in an Excel file that will score it for you.

Description: Have students fill out survey. After they have found which personality they are, go over all types and ask who is which type. Discuss the different pairs of traits.
If time allows, break into various groupings (i.e. introverts and extroverts, feelers and thinkers, etc) and have each side discuss positives and negatives of having that trait.
Outcomes: This activity helps students get to know each other. Moreover, the activity helps the leaders get to know the students’ personalities. This activity reveals info about each other that may be useful in other activities or class settings.

Variation: The activity could be a great way to meet everyone for the first time. Contrastingly, it would also work as a great discussion topic. You could try to have DR. Dobbs come in and do his presentation on the subject. If so, it would be best to do this as a trisection.

Discussion: The activity could be taken in many different directions. It can be as short or as long as you would like. Possible other discussions could be about how different personalities react in different settings or activities, how knowing personalities would be useful in group settings, or how personality types affect school performance.
**What Do You Value?**

Materials: None

Preparation: Ask them to go on to WebCT and discuss values (what is a value and what they think they value) with the other people in the class.

Then have them write down 16 things (See below) on note cards and have them bring them to class

- 4 - People they value the most (mom, dad, boyfriend, etc.)
- 4 - Material items they value the most (cd player, car, etc.)
- 4 - Feelings or emotions (happy, love, etc.)
- 4 - Inanimate objects (sunsets, God, etc.)

Description: Have them get out their 16 note cards and put them in front of them. Tell them that there is nothing else in their lives except the 16 things they written down. They have no memory of anything else.

Now have them start eliminating things they value until there is one thing left but don't tell them that is the goal. Keep stressing that they are to keep the things that are most important.

You can do it in any order. Like:
- Get rid of 3 cards. (don't rip just set aside) these things are no longer in their life.
- Get rid of 5 more cards. Same as above
- Get rid of 4 cards. Same as above
- Get rid of 2 cards. Same as above
- Get rid of 1 card. Same as above

They will finally have one card left and this is the thing that has the most importance in their life.

After they only have one card left, ask them to share what item is left and why. Make sure they know that there is no right or wrong answer to this choice. Values are individual things. Something that is important to one person is not as important to another.

Outcomes: Students learn about themselves and each other.

Discussion: Ask them what they thought about eliminating things. What was the hardest? What was the easiest? How did it feel picking one person over another (like mom over dad or boyfriend)? Which items were the hardest/easiest to eliminate? Keep asking about feelings, thoughts and emotions.
Dance Lesson  (* POSSIBLE TRISECTION ACTIVITY *)

Materials: None

Preparation: Contact the Ballroom Dance Club at ballroom-dance@iastate.edu. Ask to set up a time and place with any one of the dance instructors for an hour-long lesson (or more) and specify what type of dance you would like to learn. The e-mail list moderator is Mark Mehl, and he taught our class, so you could ask for him specifically. Also, reserve a room—the Memorial Union has many rooms that would be good for dancing and, if you reserve far enough in advance, you may get a room during the day. Call (515) 294-1437 and whoever reserves the room for you will e-mail you a simple form to sign and bring into their offices on the second level of the Memorial Union. We used the Gallery Room! It was plenty of room for our whole tri-section.

Description: Since there needed to be more than 20 students to have a free lesson, our tri-section met at the Memorial Union for the lesson—stress that the sooner they get there, the better! Since swing dancing is one of the simpler steps to learn, we opted to have Mark Mehl teach us as many steps of that as were possible. Couples were randomly formed, and Mark Mehl taught us the steps. Just have fun and dance with anyone who doesn’t have a dance partner!

Outcomes: Students did something different than what they might typically do. It was fun and new for everyone, so our students seemed to highly enjoy themselves! Students may have also gotten to know each other a little better.

Variation: Lessons could be scheduled for a longer period of time during the evening. Different dances could be learned as well. If you wanted the tri-section to interact more, the couples for dancing could be selected to be one person from one section and the other person from another section.
**Egg Drop**  (*GOOD ACTIVITY FOR OUTDOORS*)

Materials: Basically just supplies: 1/2 dozen eggs, paper, tape, various other supplies you want to include. A tarp would be good for clean-up.

Preparation: Gather Supplies. Also find a place where you can drop the egg from increasing heights.

Description: Given a limited amount of supplies (for example, 5 sheets of paper, one foot of scotch tape, and 3 feet of string) small groups of students are to create an egg container that, when dropped, keeps the egg from breaking. If multiple containers are successful, drop from a greater height. It is a good idea to start low (3 feet) in case the containers aren't very good! Last egg standing wins.

Outcomes: Students develop teamwork and group problem solving skills. Also facilitates friendly competition!

Variation: Make the activity easier or more difficult by varying the supplies available or the time alloted for building.

Discussion: What problems did you encounter? What leadership roles were assumed in your group?