



OASC Middle-Level Advisors,

Thank you so much for allowing us the opportunity to work with your amazing student leaders last week. We had a phenomenal time not only speaking to your students from the stage, but also getting the opportunity to interact with them throughout the week. Hopefully, you have returned to your campuses with some added encouragement, inspiration, and above all else, a wealth of knowledge that your students can use to propel your campus forward.

Attached in this PDF, you will find two things:

1. Monday Movements- This is an activity packet that you can utilize in your classroom for your leaders. Each of these activities is a direct follow-up to the keynote I gave your students last week. I hope you find the activities both useful and enjoyable.
2. Risk Model for Activities- During my workshop time with your leaders, I had the chance to go over two steps of an inclusion model I have developed for campus activities. This enhanced form shows each step in the model and a short description.

If I can ever help you, your students, or your campus in the future, please don't hesitate to reach out and let me know!

Sending your students all my best,

Scott Backovich

MONDAY

MOVEMENTS

From in-class activities to on-campus movements.

Prepared for OASC 2013:

 **SCOTT BACKOVICH**
ENGAGE . CAPTIVATE . INSPIRE



“Monday Movements”

The following six activities not only have a specific purpose within the classroom, but also serve as great project-starters for your school or organization.

Campus Climate Graphing

Purpose: To show “dead periods” during the school year where activities are needed.

Focus: Total campus population

Mindset: Reflective

Results in: New projects on campus/new primary goals for student leaders.

Process

- Hand each student a *Morale Graph* (included in the back of this packet).
- With a pen or pencil, ask students to place all campus events during a calendar year (ranging from homecoming to prom, standardized testing to graduation) on the graph, deciding whether the event elicits high or low campus morale.
- Ask your students to be specific, plotting specific rally days, spirit days, or testing periods on the graphs.
- After 5-10 minutes, have students connect the dots on their graph.
- As a class, work to create a master graph (either on a whiteboard, poster board, etc.) that is a representation of the class at large.
- With the graph complete, draw attention to areas of low morale and proceed to the listed discussion questions.

Questions

- How can we begin to raise student morale in the “low areas” identified on our graph?
- How does your personal morale throughout the year differ from that of a non-student leader?
- What can we do as a group to not only raise campus morale, but also raise ASB morale?
- Are any of our activities detrimental to our campus climate? Why?
- What area on this graph can we begin to fix *today*?



Secret Support

Purpose: To shed light on student issues not typically communicated in large groups.

Focus: The individual student.

Mindset: Introspective

Results in: increased attention towards campus issues/personalized reason to combat issues.

Process

- Each student will need to get out a blank piece of paper and a pen.
- With the whole class quiet, ask each student to write a significant campus issue they personally experience within the phrase “I want to change _____.”
- Have them draw a circle around their personal statement.
- After taking a few minutes for these initial steps, have students turn the paper over to the back.
- For the next 5 minutes, have students list reasons why the issue has yet to be solved (fears, obstacles, etc.).
- Next, have each student draw a personalized symbol in a corner of the back of his or her paper (this way, students will remain anonymous).
- Finally, ask your students to take ten minutes individually, walking around to each paper they see, reading both sides, and writing a words of advice, encouragement, or support around the circled issue.
- At the end of ten minutes, ask students to return the their seats.
- Give 5 minutes for reading and reflection.

Questions

- Why do we have an easier time writing these issues than saying them out loud?
- What can we do to directly combat these issues in the next couple of weeks?
- Where/when are these issues most commonly seen on campus?
- How many of you had the exact same issue? Why do you think that is?
- Did you find it hard or easy to write words of encouragement on the pages you read?



Behind My Back

Purpose: To show students the impact of actions outside of school while online.

Focus: The internet.

Mindset: Confusion, followed by shock.

Results in: Students having an increased sense of awareness online/monitoring their “online identity”.

Process

- In a lighthearted manner, give students 10 sticky-notes each.
- Giving them 5 minutes to play, simply instruct students to write descriptive phrases about their classmates, walking around the room and sticking them on their backs.
- Do not give any additional instructions; simply wait until 10 minutes has passed to proceed.
- Give students a few minutes to read their notes, sharing with each other (and the class) what was written.
- After finding that primarily *all* of the comments are positive, ask the following question- “Why do we find it impossible to write negative things about people in person, but extremely easy to do so online?”

Questions

- How many of you witness cyberbullying on a daily basis?
- Do you find it difficult to confront cyberbullies online? In person?
- How can we as a group work to combat the issue while on campus? While at home?
- What types of activities can we run on our campus to address this issue?



Words With Friends

Purpose: To elicit outside participation and opinions with regards to campus activities.

Focus: All “non-leaders”.

Mindset: Frustration, followed by understanding.

Results in: Leaders involving more students on campus in the leadership process.

Process

- Ask students to get into even groups of 9-11.
- Say this phrase out loud: “The purpose of this game is to gain as many points possible using the people around you.”
- Ask each group to select a captain. Captains will report to you at the front of the classroom.
- Explain that groups will have one minute to form a word with only their bodies.
- They may not use clothes, sign language, create acronyms, or form pictures symbolizing words.
- When teams are making words, captains will leave the room.
- At the end of the allotted time, yell “FREEZE!” At that point, groups will not be allowed to move or talk.
- Captains will then have 30 seconds to guess their word.
- If they are correct, award them 1 point per letter up to ten letters, 20 points per letter for letters 11, 12, and 13, and 50 points per letter for any letter over 13.
- Continue to repeat, “The purpose of this game is to gain as many points possible using the people around you” before and after each round.
- After three rounds, collect the total number of points.
- Ask the group why nobody was able to score over 1000 per round.
- Finally, ask the group to repeat the purpose of the game. They will hopefully realize at that point that groups could have worked together/combined to form more words.

Questions

- Did you feel as if accomplishing scores of over 1000 per round was impossible to do? Why?
- Do you ever feel that we don’t have enough people working hard in class to accomplish our leadership goals?
- How can we include more people in what we are working on as student leaders?
- Do other groups on campus have skills and talents we can benefit from? How?
- Why is it important to include more students in our campus projects?



Feedback Bingo

Purpose: To gain immediate feedback from students on campus.

Focus: All “non-leaders”.

Mindset: Competitiveness, followed by reflection.

Results in: Leaders attempting to create a better campus climate.

Process

- Give each student a *Feedback Bingo* sheet (included at the end of this document).
- During lunch (or any time equally appropriate) ask leaders to walk around to students on campus (*not* leadership students), asking them if any box description applies to them. If so, ask the student to sign the box and give an explanation for their answer.
- After students fill out each box, have them return to class, explaining their results and findings.

Questions

- Did anyone find a repetitive pattern in his or her answers?
- How willing were students to answer your questions?
- Did you find that answers you received were negative or constructive? Why do you think that is?
- Would your answers to these questions differ from those that you received from others?
- What would you *like* answers to sound like on an ideal campus? How can we work to get there?



Vegas Stack

Purpose: To have students identify prejudices on their campus.

Focus: Student groups.

Mindset: Competitive, followed by introspective.

Results in: Students identifying deeply rooted issues among diverse groups of students.

Process

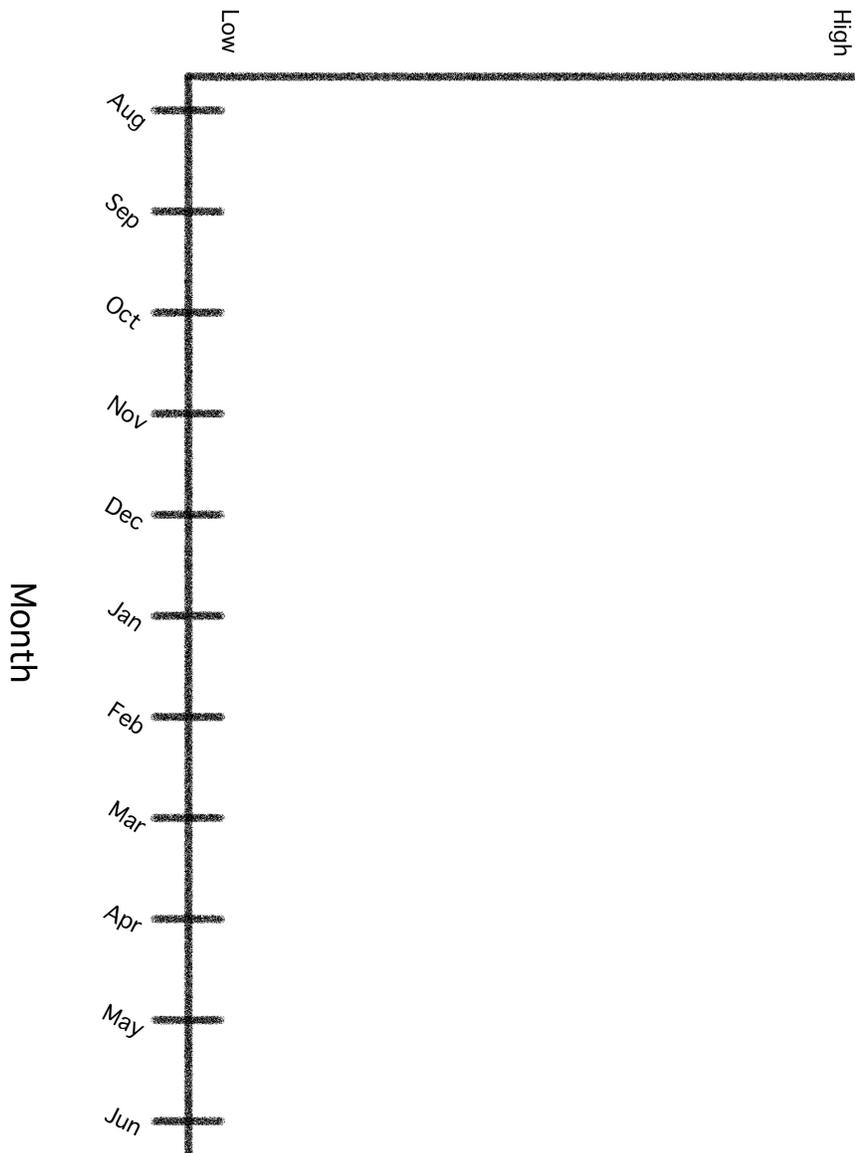
- Have students separate into groups of 7-10.
- Give each group two decks of playing cards, allowing them 2 minutes to mix, shuffle, and disorganize them as much as they would like.
- Have them switch cards with another group.
- Explain to students that they will be racing with other groups to reassemble cards into their two separate decks in an order of your choosing (feel free to be creative with the order).
- Before beginning, give each student a folded piece of paper.
- Explain that one piece of paper per group has a star on it. Whichever student receives the star is the “secret ninja”. Their task—to secretly sabotage the efforts of their group.
- **(Note for facilitator, no papers will have stars on them).**
- Announce that if the ninja is not caught by his/her teammates, they will receive a gift card to the restaurant of their choice. If they are caught, every member of their team will receive a candy prize.
- Begin the race shortly after, watching the hilarity that ensues.
- After the race ends, ask each group who they think the ninja is in their groups. Make sure to collect reasons they believe that individual to be the ninja.
- Finally, ask individuals who received stars to raise their hands. No hands will rise.

Questions

- What made you choose to blame the people around you for their efforts?
- People who were blamed, how did it feel to be accused of something like sabotage?
- Do we ever accuse people in our class of not doing enough towards a project?
- Do we have prejudices against those who work differently than we do? How?
- How can we work to understand one another and work together more efficiently?



Student Morale



Feedback Bingo



Walk around asking students which of the following boxes apply to them. After filling in a box (one per person), ask the individual to explain his or her answer to you. You will then report this information back to your class.

I dislike Homecoming festivities.

Bullying is a huge issue on our campus.

Certain groups get too much attention on campus.

Our school can have better assemblies.

I like our spirit days on campus.

Our campus-wide service projects are fun for everyone involved.

I want to have more on-campus activities to participate in.

My friends typically don't like to attend rallies.

Our school dances could be a lot better.

How Do We Engage EVERYONE?

	Title	What is it?
High Trust	<i>Personal Appearance</i>	Organizing “dress-up” days on campus. Because we are asking for so much commitment, we should gain <u>a lot</u> of trust before expecting good results. Golden rule--If less than 40% of students participate, we should work on gaining more buy-in before trying it again.
	<i>Performance-Based Activities</i>	These are competitive activities that are often done between grades during lunch and/or during rallies. While we typically only involve a few students, the goal should be to engage as <u>many students as possible</u> . Always use <i>The Bleacher Rule</i> -- if students in the top corners of the gym would feel uncomfortable doing it, we shouldn't be doing it in the first place.
	<i>Interpersonal Interaction</i>	This is the act of asking students to engage with one another. Because this is the first time we are asking students to talk on a personal basis, we should gently encourage them to do so. Example- Secret Soulmate Hand each student on campus a slip of paper. Each slip with either have the word “cupid” or “arrow” on it, followed by a number. Each “cupid” number will correspond with a matching “arrow” number. Throughout the week, students should have a goal of trying to find their “campus soulmate”. After meeting that student, partners will be able to participate in <i>The Newlywed Game</i> .
	<i>Crowd Participation</i>	Doing activities as a large-group or audience. Activities like “the wave” are low-risk because 500 other people are doing it. The more people you can involve, the more engaged everyone will be!
	<i>Gifting</i>	Gifting is not giving people food as tradeoff for their participation. Instead, gifting is the offering snacks or other items to students without expecting anything in return. These are especially effective at times during the year when activities are needed the most (finals, standardized testing days, etc.).
	<i>Social Media</i>	Just because a school day ends doesn't mean that our impact does. Create kindness and compliment pages to ensure that all students are feeling included. Worried about negativity as a result? Change your privacy settings so that no “trolling” can occur.
	<i>Marking</i>	The act of covering a campus with a specific concept, message or idea. Marking is not marketing! Instead of asking for buy-in, you are simply showing students via written messages around campus that they are cared for and loved. Example- placing hearts all around campus with students' names.
	Low Trust	