

4 SQUARE

1 List Your Family Tree	2 Favorite Pass Time Activity			
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3 5 Things That Make You Smile	4 Top 2 Favorite Places to Visit and Why?			

GET TO KNOW YOU ACTIVITY

Directions:

1. Each student will fill in the box according to the question asked.
2. Be creative on how to pair up students. i.e. same birthday month, favorite past time hobby, same color socks, the possibilities are endless.
3. Once the student is paired. Ask them to share their full name and nick name
4. After introductions ask them to share a particular box number (1,2,3,4)
5. Once the pair is done sharing ask them to thank their partner in a creative way. Hand shake, hug, etc...

- 1) **CHAIR RELAY:** This is my favorite! Divide your group into equal teams, depending on your size of group, you can do 2 teams of 15, 3 of 10, etc. Have the each team stand behind a line and give each team an equal amount of chairs behind their line, about 1 per person. Tell the group that their goal is to get to the other side of another line (about 30 feet away) the quickest. All team members must cross the line. All chairs must cross the line. And nobody can touch the ground. If someone from their team touches the ground, they all must start over, with each member and all chairs behind the starting line, while the other team can continue. You don't give them any more instructions than that, though they might ask a million questions. But give them a minute to brainstorm and tell them that all teams should be ready to start in one minute. Don't let them begin until all teams are ready and behind the line. Some might start, scooting as individuals in their chairs. Eventually, they will form a line and pass chairs until all are across. Remember: they cannot win until **ALL CHAIRS** are across the line too. It's fun to repeat the game using less and less chairs too. I do a debrief about what worked and why, what was challenging, etc.

Clock Work:

Each student is given a paper plate and instructed to make it look like a clock with all of the numbers in the right places. They should then draw a line from the middle of the plate to each number to make "pie slices." Students will make appointments with each other to meet at a certain time. Example: Jim and John decide to make an appointment for 11 o'clock. Jim writes John's name on his clock for 11 and John writes Jim's name for 11 o'clock. After each student has filled their clock with appointments, the facilitator tells them to listen for a certain time to be called. When that time is called, they should meet up with the person they made the appointment with and discuss a specific topic.

I have used this during the second week and made the topics very "get to know you" oriented. Your favorite movie? Type of music? If you could travel anywhere? What would you do with a million dollars? Topics that are easy to discuss and give each mentor and protégé a sense of connection with one another.

COMIC STRIP CHAOS: Each participant takes a turn at picking a comic frame out of the large container. After the entire group has each chosen one, the participants begin to search for others with the same comic strip sequence. After the participants have found everyone in their group, they must arrange themselves so that the sequence of frames are in chronological order to form the comic strip correctly. Upon completion of sequence, the newly formed group sits down together. Great game to break large group into smaller groups.

Creation

We give mentors and mentees a lump of clay (or tub of play dough) and ask them to quietly create something that expresses their how they feel at that moment, or how they have felt over the past week. Then, as a large group, each individual shares their “creation” and explains what it represents. This is a fun and insightful activity!

Differently able

1. Everyone get in a line
2. Assign a deformity to every student
3. Its like the game: Red Light, Green Light
4. The goal is to get to me first
5. Some people are unfortunately disabled
6. Some people are perfectly: “normal”

These are the deformities...

- ◆ One leg
 - ◆ No arms
 - ◆ One arm
 - ◆ Only run backwards
 - ◆ Only run sideways
 - ◆ No deformities
-
- Did you notice that no helped on another?
 - Did you notice that some people did help out?
 - Isn't this how we act during Mentoring?
 - You may not have physical deformities but you have problems with you relationships with each other and the way you connect with them.
 - Isn't that the same thing.

GRAB BAG MYSTERY INTRODUCTIONS FROM SHASTA COUNTY FNL

Objective: To get acquainted with your new group.

Materials: A cloth bag or small duffel to hold a random collection of objects (such as: a paper clip, a variety of small toys, foam stickers, a safety pin, a magnet, one sock, a hat, candy, salt, pepper, etc.)

It's important to have at least as many objects as there are people in the group. Also, there should only be one of each object.

The Game: Have everyone sit in a circle. Pass around the bag. Have each person, in turn, reach into the bag and, without looking or spending too much time feeling for an object, remove one item.

Once everyone has taken something, have each person introduce him/herself to the group. A part of the introduction should include showing the object and the person sharing how he/she is or is not like the item pulled.

Collect all the items.

Guess

Another fun, “get to know you” activity is to have the mentor and mentee quietly draw of picture of their family. When they are done, they share the picture with each other. A fun twist is to have the group GUESS who drew the picture. Once the artist has been identified, they share their picture with the group.

“Heroes”

Crafts Section

- Supplies** Construction paper, scissors, glue, markers, pens, pencils, crayons, and rulers
- Directions** Each participant will be designing a large trading card of themselves as a superhero. The size of the card can vary from person to person but at the very least it has to be 8 1/2” x 11” (the size of a piece of printer paper). The front of the card has to be a colored picture of the superhero with their name somewhere and the entire front has to be colored; give students creative freedom here, it is really cool to see what students come up with (3-D trading cards, glitter). The backside of the paper is for the facts about their superhero which must include:
- **Age**
 - **Hometown**
 - **Super Powers**
 - **Who they look up to**
 - **Favorite Food**
 - **What they do in their spare time**
 - **...and a background story about the hero, like how they got their powers or the toughest battle they’ve been in**
- Have the participants work together and after time is up, have the students go around the room and share their picture and one fact about their hero (if time permits allow students to share as much information as possible). This activity is ideal for one of the first sessions because it allows students to work freely around each other and to share a few things about themselves.
- Variation** Have students work in groups of 3 or 4 to design a superhero team with each of their superheroes as members. They must include their superhero team name and a story about how they all met.
- Safety** Supervise the use of scissors.

HOG CALL: Break the group into pairs. Each pair must choose two things; a machine and an animal. They then have to decide who is which. The pairs then divide up on opposite sides of the room. Everyone must close their eyes (if they feel comfortable), and by making only the noise that their character would make, they must find their partner. When they find their partner, they can open their eyes and wait until everyone else is done. Note: When conducting an activity with eyes closed, have the group raise their hands in front of their chests as “bumpers,” and have at least one person (facilitator) acting as a spotter.

HUMAN TACO: Stick labeled note card (with taco ingredient) on the back of everyone's shirt. (i.e. the word meat printed on a note card) Have each player mingle around asking yes/no questions to find out the taco ingredient that is on their back. Explain the correct order of ingredients in a Human Taco: shell, meat, cheese, lettuce, tomato, salsa and then give the start command, "I'm hungry! Let's eat! Run for the Border!" Each individual must find out which ingredient they are and then find enough to form a complete Human Taco.

ICE BREAKERS

NAME GAMES:

Name Memory

Go around in a circle. The 1st person says his or her name; then the 2nd person says his or her name AND says the name of 1st person; then the 3rd person says his or her name AND the names of the people before him or her and so on until the circle is completed. The last person has to repeat everyone's name.

Daring David, Inquiring Ida & Ridiculous Rick

Ask each participant to choose an adjective that begins with the first letter of their first name and one that really matches their personality. Have them introduce themselves allow time for others to ask questions.

GET TO KNOW YOU ACTIVITIES:

Picture Guessing Game

Everybody draws a picture that expresses something about themselves. The drawings are collected. One by one, the drawings are "pulled out of a hat," held up, and the group tries to guess who drew it. Whoever guesses correctly is the next one to choose a drawing "out of the hat" to hold up for the group to guess. When someone guesses correctly, the person who drew the picture must explain it's meaning to the group.

What You Don't Know

Hand out slips of scratch paper and ask people to write down something about themselves that they think nobody else in the room knows. Then collect the sheets, shuffle them, hand them out again (making sure nobody gets their own). Each person reads out what is on their slip, one by one, and the group tries to guess who wrote it.

Finding Common Ground

Form equal-sized teams of three to six. Give each team a sheet of paper and a pencil. Tell teams their challenge is to list everything they can think of that all team members have in common. For example, team members might all attend the same school; prefer the same kind of music, or like the same brand of tennis shoes. The only rule is that they can't list similar body parts, such as, "We all have two arms, a brain, and a nose." Tell teams they have three minutes to create their lists, so they need to work quickly. To add to the urgency and excitement of the game, inform teams when there's one minute as well as 30 seconds remaining. When time is up, find out which team has the longest list and ask team members to read the similarities they listed. Then ask teams who had

similarities not already listed to share them. To conclude, have the entire group discuss the following questions.

Ask:

- How easy was it to discover something in common with another team member? With every team member?
- What does this reveal about the extent to which we're alike? The ways in which we're all different?
- How can our similarities draw us closer? How can our differences help us grow closer?

Two Truths & a Lie

Each person writes down three facts about themselves, one of which is a lie. Each person takes turns reading their list aloud. Have participants note which "fact" they think is a lie. When everyone is done reading their lists aloud, the first person reads their list again and identifies the lie. This icebreaker can show how right or wrong our perceptions can be.

Personal Bingo

The facilitator will need to do a little homework before the meeting to find out a few tidbits about each participant (favorite hobbies, books, vacation spots, number of children, favorite foods, etc). Prepare a bingo card (duplicate the card for all attendees to have the same one) with one tid-bit for each square, and instruct the participants to mingle with the group to identify the person for each square. As the information is uncovered, they ask the participant to sign their corresponding square. Keep moving among the guests until all squares are filled. Rules: only open-ended questions may be used. First person who fills card wins a prize.

What's Different, Partner?

Ask everyone to team up with a partner, preferably someone they haven't met. Ask them to turn back-to-back and change five things about their appearance. Partners turn around when ready and try to guess the five things that have been changed.

Milling to Music

Play some music, something catchy and have the group "mill" around. They can walk, hop, stroll, or dance to the music. When the music stops have everyone turn to the closest person that they don't know. Then have them answer a question to each other. (You can call out a question, hand out a sheet with questions beforehand or have the questions sealed in separate envelopes and instruct students to open a specific envelop.)

Treasure Hunt

At the beginning of the training, explain the importance of becoming acquainted with the other participants. Create a form to handout to each attendee and ask that everyone find similarities (for example: "grew up in

Chicago") with the other participants. You can award a small prize for the first person completing the form.

Say Cheese, Please

As each participant arrives, take their picture with a Polaroid type camera and hang their photo on a piece of easel paper or poster board in the entrance area of the meeting room in groups of two or three photos, depending on the size of the training. Use your creativity and decorate the easel paper to extend a Warm Welcome and set the tone of the training. Once all participants have arrived, ask them to find their partner(s) from the photo display on the easel and spend about five or ten minutes getting to know the person(s). Then have them introduce their partner(s) to the rest of the group and share something they discovered they have in common.

Birth Order

Put one of the following signs in each room corner: Only Child, Oldest Child, Youngest Child, Middle Child. Have participants go to the appropriate corner of the room based on their own birth order position. When everyone is assembled, ask them to discuss what special characteristics their birth order has and how it is reflected in their choice of job/career. Have small groups share with the large group.

A Matter of Degrees

Write the words "agree," "disagree," "strongly agree" and "strongly disagree" on separate pieces of paper and post them on four different walls of the room. Then make a statement such as "our organization can change the world" or "what would be the ideal job environment?" and have everybody move to the part of the room that matches their opinion. Have the group discuss why they chose their response.

ENERGIZERS:

Long Lost Relative

As a group, 1) Ask each person to greet their neighbor as if they really didn't want to be at the training. Yeah, you know what I mean; you can't wait to get out of there! 2) Then have everyone turn to the same person and greet him or her as if (s)he is a long lost, deeply loved relative who has just returned home and you're about to see the person for the first time in years. 3) Okay, now ask everyone (again simultaneously) to turn to the same person and greet him/her as if this person just told you that you won the state lottery for FIFTY MILLION DOLLARS and you have the ONLY winning ticket!

Beach Ball Brainstorming

Announce a topic (safety hazards, sexual harassment, etc). Have employees form a circle and then pass around an inflatable beach ball. Have everyone stand and randomly pass the ball. When someone catches the ball, they shout out something related to the topic and then toss the ball to someone else. This activity gets people up and moving, and is a fun one to do in the afternoon to

break up a long session. Variation: Ask employees to state one thing that they have learned in the training, so far.

Wink (Some call this energizer "Murder!")

Have the group stand in a circle with their eyes closed. One person walks around the circle and quietly taps the back of the one person who will be the "winker." Everyone opens their eyes and begins to mill around the room. If a person has been winked at, she or he must count to ten silently and then make a scene to let others know that he or she is out of the game. The object of the game is to catch the winker before everyone loses. If a person suspects the winker's identity, she or he shouts, "I have an accusation!" However, there has to be TWO accusers. When someone else becomes suspicious, he or she also shouts, "I have an accusation!" Then both accusers count to three and point to the person(s) that they think is the perpetrator. No discussion is allowed. If they both point to someone that is innocent OR point to different people, they are out of the game. If they both point to the perpetrator, then the game is over.

Knots

Stand in a circle shoulder to shoulder. Ask everyone to reach out and grab two hands. (You cannot have both hands of one person, and you cannot have the hands of the person on either side of you.) If possible, try not to criss-cross. Now, untangle so that all are standing in a round circle again.

Animal Charades

Get in groups of three. Each group is given the name of an animal. The group must come up with a way to demonstrate that animal, or act it out as a team. Then each group presents their demonstration to the class, who have to guess what animal it is.

EDUCATIONAL ACTIVITIES, WITH A TWIST:

Dear Abby

Break the group into small teams. Give each team a "Dear Abby" letter and tell them that they have to respond to the letter. Prep work: Write "Dear Abby" letters and make sure that the facilitator knows appropriate responses for each letter. "Dear Abby" letters can be about anything ~

Review

Tape a 3 x 5 index card on each individual's back with a human resources term, policy or law. Individuals circulate in the room and ask questions that can ONLY be answered with a YES or NO to identify clues that will help them find out the term.

Charades: Policy or Not?

Group employees and have them act out various policies. Have employees guess what the policy is. The individual who guess correctly gets a prize and explains the policy to the class.

Burning Questions

Have participants write a question on a slip of paper. Then, put the slips in a container. Go around the room, have students pull out question and then answer it. If a student doesn't know the answer, they can redraw.

iPOD SHUFFLE

TYPE: FUN GAMES

RATING:

GREAT

GROUP SIZE: 5-8 people (from 2 to 8 groups) total of 10-64 people

TIME: 15-30 minutes

GOAL: To have fun & be silly

MATERIALS Flip chart with

NEEDED: instructions/rules paper and pens.

DESCRIPTION:

1. Divide participants into teams of 5-8 people. Each group needs a team number or name.
2. Give each team a pen and flip chart paper.
3. They are to write down a list of songs they **all** know. Give them roughly 5 minutes for this.
4. Explain that you will blow a whistle (or use other noisemaker) and shout the name of one team. They will have 5 seconds to start singing a song. Then at any point, you will blow the whistle again and shout the name of a different team. The team will have 5 seconds to start singing a different song.
5. Explain the rules.
Teams will be eliminated if:
 - They don't start singing a song within 5 seconds
 - They don't have more than half of their group singing any song
 - They sing a song that has already been sung.
6. Start the game. When all the teams but one is eliminated, the game is over. If you have a prize for them, that's even better. [Alternately, rather than eliminating, you could give teams a point every time they break a rule. You could play this way for as long as you wanted, and then see who has the lowest score at the end.]

PREPARATION: Draw an outline of the iPod on flip chart paper so that the groups can create their own playlists.

DEBRIEF

What did you notice during this activity?

Who were the leaders in your group?

What strategies did teams use in order to not break the rules?

What did you think of the groups singing?

- 1) **KEYHOLE PUNCH:** This is another challenging group activity. You can do this with two groups competing against each other, but is great with one group working to improve their time. Set up a circle with about a 10 ft diameter and inside have pieces of paper, or paper plates with the alphabet written largely upon them scattered randomly. Have the group sit behind a line about 30 feet away. You can make up any scenario to bring life to the activity, but tell them, basically that “they are a bomb squad and need to decode a bomb, or that they have to enter a building to save a person, etc. Though the situation is grave, they are in luck, the code to the key entry or to decode the bomb is simple: they merely have to enter the alphabet in order of A-Z. Here are the rules: the time starts when the 1st member crosses the line. All alphabet letters must be touched and must be touched in order of A-Z. Each member of the team **MUST** touch at least 1 letter. **NOBODY** is allowed inside the circle while another person is inside. That is, only **ONE** person is allowed in the circle at a time. The time stops when all members cross the finish line. Have them set a goal of how fast they can do it, or if you have two teams, they can compete against each other. Give them a couple minutes to strategize and let them know the time will start when the first person crosses the line. After their first time, ask them what worked, what did not, what might work better. Ask that they make a new time goal and try again. You can do this as many times as you or they like, improving strategies, goals, etc. Great teambuilding and leadership game.

LIFEBOATS

TYPE: INTRODUCTORY

RATING:

EXCELLENT

GROUP SIZE: Any Group Size

TIME: 10 – 15 Minutes

**MATERIALS
NEEDED:** None

DESCRIPTION: Facilitator calls out a category like “favorite cereal.”

Have participants call out their favorite. Those with identical similarities form a group or lifeboat.

When facilitator sees all participants in their “lifeboats” they go around asking what their group likes “Apple Jacks” etc.

Examples of categories are: pizza, toothpaste, candy, fast food restaurant, sports team, season, etc.

PREPARATION: None

GOAL: Breaking the ice.

One Common Goal:

Students get into groups of 3 or 4. They have 10 minutes to make a list of the things they have in common. This is a great activity for the second or third week of mentoring when the students are a bit more comfortable sharing information about themselves. It also allows the protégés to find out which mentor they have things in common with.

Oodles of Noodles

Developed by Isaac Valdivia
Shasta County FNL

Materials:

- Two (2) Foam Pool “Noodles”
- One (1) Nerf/Foam Ball
- Any number of people—the more the merrier

Objective:

- The objective of the game is to successfully “steal” the Nerf ball from the other team, using only the “Noodle” to move it.
- (This game is very similar to the game “Steal the Bacon.”)

Instructions:

- Divide the people into two equal teams. Have team members stand in a line, shoulder-to-shoulder, facing the other team and assign each person a number. There will be a #1 on each team and a # 2, etc. (Once assigned a number, members do not have to stand in line in order.)
- Once the team members are numbered off, place a Nerf ball (any foam ball will do) in between the two lines. Place one pool “Noodle” in front of each team. (See diagram below)
- The leader calls out a number and the two members who are assigned that number, run to their team’s “Noodle” and use it to try and move the Nerf ball to their side. The first team to successfully “steal” the ball from the other side earns a point.
- Keep going until all numbers have been called.

Paper bag collage

In one activity, we asked students to make of collage on the out side of the bag that would represent how people “see” them, or what they share with the world. On the inside of the bag, we asked them to include pictures and words of how they see themselves, or what they don’t share with the world. After completing the art project, mentors and mentees shared their bags . . . As much as they wanted to.

Paper Tower

Students break into teams of 4 people. The teams have 20 minutes to build the highest tower they can with only paper. The towers are measured at the end of the 20 minutes. Teams must make sure their structure is standing at the end of the time limit. Timing is important for this activity. Example: If they complete their 50 inch tower with 10 minutes left but it falls down with 10 seconds left and they only have time to rebuild a 10 inch tower, their final height is 10 inches.

I used paper out of our recycling container and other scrap paper I had in my office for the students to build their towers.

PERSONAL CANVAS

Purpose: to reflect personally and share with the rest of us important things about who you are and what you care about.

- ✚ Please answer these for questions in your Canvas
- ✚ You can use paint, markers, or cut outs from magazines in your artwork.
- ✚ Each person does there own canvas without any help from anyone else
- ✚ Please, really think about it before you start. Remember, its about you!

4 Questions to answer through your personal Canvas:

1. The communities you most strongly identify with
2. Important struggles you have overcome
3. Dreams and hopes for the future (personal, community, or global)
4. Your core values, beliefs or principles (what guides your actions.)

"Question, Question"

Games Section

Optimum Group Size: 6+

Materials: None

Outline of Activity:

Everyone stands in a circle facing the center, Player 1 turns to his/her left or right and asks that person a question. Player 2 can ask Player 1 a question or turn to their left/right to ask another person a question. The rule is simple: **YOU CAN ONLY ASK QUESTIONS!** So if Player 1 asks Player 2 a question and Player 2 can't think of another question within 3 seconds or accidentally answers this question they are out. The game keeps going until there are only two players remaining and then they have to face each other and play until someone loses.

Goal (Expected Outcome):

To have fun and be silly.

How to Process:

None needed.

Submitted by or Source:

Robert Gozum, Friday Night Live Mentoring Coordinator

Reflections

Materials needed:

Paper

Pen/pencil

Instructions:

Give your youth a topic to reflect back on, i.e;

- How your day was
- What you like about yourself the best
- Your biggest accomplishments
- Goals you would like to fulfill within the next year.
- What it means to be a young person in your community
- What does happiness mean you?
- How you see yourself in 3 years

Some of the reflections that have to deal with growth can be sealed in an envelope and turned into the FNL Staff for safe keeping and returned the next year to the student. Other Reflections that might be important for the youth to keep looking back on, such as goals, should be placed in the student's binder.

Icebreaker – Ripple Effect

- All students get on all 4's
- Have them take their right hand and cross it over the person to their right (over the other's left hand).
- Everyone should be crossed over.
- Now one person must start by tapping once counter clockwise.
- The tapping continues (one tap per person) with the next HAND in the circle until the ripple effect goes around the circle.

If the students get better at it you can add other rules, such as, if a hand taps twice the ripple is reversed, etc.

- 1) ROXANNE: This is a dorky activity that only a few people participate in, but all enjoy watching. Have two people who think they like to eat any kind of food volunteer to participate and have two more be their partners. Have the eaters on their knees and tie their hands behind their back. The partners become the eaters' arms and will feed them. Have a big bowl of yogurt and cubes of hotdogs for each eater. Play the song "Roxanne" and instruct the 4 that every time the song says Roxanne, the arm participant will feed the eater a spoon full of the yogurt/hotdog mixture. This is really funny and toward the end, gets fast and messy, so play outside or cover with ground with sheets. I suppose you can do this in mentor/protégé matches and all can participate. I'm just not sure that all will!

Self introductions- name game, “The Whole room handshake”

Split group into two. Form inner and outer circles. Have inner circle turn around and face outer circle. Inner circle moves to the left one person at a time and shakes hands and introduces themselves. “Who can name everyone in the group?”

“Sharks and Minnows”

Games Section

Optimum Group Size: 6-40
Materials Needed: Outdoor Field or Court with Lines

Outline of Activity:

Have everyone stand on one side of the court at the out-of-bounds line. Pick two participants to be the “sharks.” The two sharks have to stand on the other side of the court and cannot go past the half court line. Tell the participants that when you say “Go!” they must run as fast as they can to the other side of the court (the opposite out-of-bounds line) without getting tagged by the sharks. If someone is tagged by a shark they must stand where they were tagged and can no longer move from that spot. The people who get tagged by the sharks are called “seaweed” and can outstretch their arms to tag other people running through. After the first round have the sharks move to the opposite side of the court and let them know that they can still not pass the half court line but are allowed to “swim” around on their side of the court. Say “Go!” again and now the minnows have to make it through the “seaweed” without getting tagged and get pass the sharks to the other side of the court. Keep repeating until only two “minnows” are left; the last two to be tagged will be the “sharks” for the next round, or can pass on their “sharkness” to someone who wants to be it.

Goal (Expected Outcome):
To have fun outdoor and get some exercise

How to Process
Optional

Submitted by or Source:
Bonita Vista High School Mentors

Stars

The next one is cut out big stars and each person writes their name on it. All of the stars are then laid out and everyone goes around and writes on each persons star what makes that person shine or why they are a star I have them do this in silence.. I use this for the session on appreciation. It usually sets the mood for the evening.

Ice Breakers

(Kern County)

The Lap Sit

This game is also known as Empress Eugenie's Circle. This activity can be applied to teamwork and listening skills, for skill building Standard of Practice.

Instructions:

Everyone stands in a circle, shoulder-to-shoulder.

Turn to the right and sit down on the lap of the person behind you.

Everyone will have to sit slowly in order for this to be accomplished.

Once everyone has succeeded in sitting on his or her neighbors' lap, proceed to taking a step forward.

Again listening, communication, and cooperation are needed.

Continue process until the group completes an entire revolution of the circle.

This activity will have them feeling good once the challenge is accomplished.

“Throw your troubles away”

Paper, pencils, empty trash bins = needed

Have participants write down questions or problems they have about FNL Mentoring. Have them crumple up their papers and throw them in the trash that is in the center of the room. Ask every one to go pick a paper out of the trash and then return to their seats. Once seated, throw the paper across the room to a mentor. Whoever catches the paper has a team of two (the people sitting next to them), and 30 seconds to address the problem or question. The rest of the group can put in their responses also.

“What Kind of Mentor will you be?”

Three glasses, two Asprin, two Bromo Seltzer, two Alka Seltzer, towel= needed

Fill glasses $\frac{3}{4}$ full and drop Asprin- explain this mentor has lack of motivation, wonder what will happen.

Drop two Bromo- explain that this mentor has great initial burst but fizzles out quick, then watches what will happen

Drop two Alka Seltzer – explain that this mentor produces strong energy but makes it last, Makes things happen.

WHO AM I...OR FAMOUS PAIRS: In this exercise, group members will be asked to identify the names of famous pairs or persons. The leader tapes the name of a famous person on the back of each participant. (i.e. Fred Flinstone, Mary Lou Retton, Bill Clinton, etc.) The group member is not to see who is taped to their back. Their task is to find out who they are. The participants mill around the room asking others yes/no questions. If the member receives a “yes” answer, they can continue to ask that individual questions until they receive a “no” answer. Then they must continue on to ask someone else. When a group member figures out who they are, they take off the tag, put it on the front of their shirt, and write their own name on it. The member then can help other members find out who they are. The exercise concludes when all members have discovered who they are.