

FIND YOUR INNER LEADER

AN INSTANT MEETING FOR PATHFINDERS FROM THE BC PROGRAM COMMITTEE

This meeting is designed to help Guiders and girls complete the “Find Your Inner Leader” Module.

Meeting Plan

- Pre-meeting Print and cut out activity cards; build Lego model.
- 10 min: Gathering Activity: What Would You Take to a Desert Island?
- 10 min: Opening
- 10 min: Active Activity – choose 1
- 45 min: Leadership Development Activities – choose 3 and either do as a round robin or one following the other
- 15 min: Activity 1
- 15 min: Activity 2
- 15 min: Activity 3
- 10 min Active Activity – choose 1
- 20 min: Leadership Skits – prepare and present
- 15 min: Pathfinder Closing

2 hour meeting. Approximate activity times shown.

Program Connections

Creating Your Future: Find Your Inner Leader completes full module

Creating Your Future: We're a Team 1. Icebreaker activities.

Living Well: Be Glad You're You 1. Positive feedback.

My Music, My Movies, and More!: The Arts from A to Z 1. Skit.

Meeting Supplies

The supplies depend on the activities chosen for the meeting.

- | | | |
|--|---|---|
| <input type="checkbox"/> paper | <input type="checkbox"/> list of qualities | <input type="checkbox"/> bell / buzzer / whistle / etc. |
| <input type="checkbox"/> pencils and erasers | <input type="checkbox"/> Lego – identical sets for each group | <input type="checkbox"/> topic cards |
| <input type="checkbox"/> 50 feet of rope/team | <input type="checkbox"/> Lego build cards – job title / description | <input type="checkbox"/> Robert's Rules: “What you need to do” cards |
| <input type="checkbox"/> Q & A jokes | <input type="checkbox"/> markers | <input type="checkbox"/> Robert's Rules: “What you need to say” cards |
| <input type="checkbox"/> scissors | <input type="checkbox"/> masking tape | <input type="checkbox"/> Leadership style cards |
| <input type="checkbox"/> blindfolds | <input type="checkbox"/> whiteboard and markers | <input type="checkbox"/> Situation cards |
| <input type="checkbox"/> obstacle course items | <input type="checkbox"/> smart phone / iPad / iTouch & WiFi | |
| <input type="checkbox"/> duct tape | | |
| <input type="checkbox"/> chairs | | |

Gathering Activity: What Would You Take to a Desert Island?

This leadership activity helps develop decision making along with communication and inter-personal skills.

Supplies

- paper & pencils

Directions

1. Divide the girls into groups of 4 to 6.
2. Each group needs to come up with 10 items that they would like to take with them if they were shipwrecked on a desert island.
3. They need to work together to choose one girl in the group to be the leader. This girl observes the group and writes down her observations on how the group decided on their 10 items.
4. Once all groups have their 10 items, ask each group leader to make a presentation about their final list and the process it took to get to it. Did the team work together? Were there disagreements and how were they worked out? Did everyone contribute equally? Etc...

Active Leadership Games

These games could also be used for a bridging activity with Guide-aged girls. Choose one.

Alphabet

Directions

1. Divide the group into two, leaving one person as the caller and tell them that this activity is to be done quickly and with no talking.
2. Everyone in the group needs to grab a piece of the rope with both hands. They should be lined up along the rope so that every second person is on the opposite side.
3. The caller says any letter of the alphabet so both groups can hear it.
4. The groups need to form that letter of the alphabet without talking.

Supplies

- 50 feet of rope per team

Debrief

How easy was it to make the letters without talking? Was there anything that made it easier as you went along?

Variations

Allow one person to talk and give instructions to the group.

Try this as a blindfolded activity with one person giving verbal direction.

Leading the Blind!

Used with permission from Becca Stephen.

This is an interesting non-verbal communication game.

Directions

1. Divide the group into pairs and blindfold one girl in each pair.
2. Place some objects like chairs, tables, books etc. in the middle of the room. You could add some small balls of duct tape rolled inside out that have been placed strategically around the area. These will stick to the girls if they walk too close to them.
3. Instruct the pairs that the blindfolded person is to follow the instructions of the other girl who is in this situation is the leader.
4. The leader has to guide the blindfolded person from one end of the room to the other end, going around the obstacles, without speaking a word. The only method of communication is touch.
5. Each pair starts at a different time. Do not indicate that it is a race. Just tell the girls that the goal is to get to the other end.
6. You will see that some of the leaders are sensitively leading the girl, guiding her step by step while others are only concerned about reaching the other side in minimum time to win the game. Some of the blindfolded girls will readily take instructions while others may try to do their own thing, even though they are blindfolded.

Debrief

- Ask the blindfolded girls how it felt to be blindfolded? Were they able to trust their leader?
- Explain the idea behind this game, i.e. it is the leader who has a bigger picture or goal in mind so she should be responsible enough to guide and treat the people she is leading in the right manner so that they can do their part to reach that goal.
- After that, tell all the leaders individually what mistakes they were making. If they were lacking in right communication or sensitivity, tell them how to work on improving that.

Supplies

- blindfolds
- items for obstacle course
- duct tape

It's All in the Joke - Partnering Activity

Humour is a very important way to lighten things up and to help put people in a fresh frame of mind.

Directions

1. Cut the jokes in half making sure that you have enough halves for your entire group.
2. Divide the girls into 2 groups. Distribute the jokes to one group and the answers to the other.
3. The girls with the jokes try to find their partners by mingling and telling their joke to the girls in the other group. When they find the person with the answer to their joke, those two girls become partners.

Supplies

- Q & A jokes (included – next two pages)
- scissors

Q & A Jokes

What is Fast Food?	A chicken running down the road.
Why did the pig go into the kitchen?	He felt like bacon.
How do you make an egg laugh?	Tell it a yolk.
What can you hold without ever touching it?	A conversation.
What did one elevator say to the other?	I think I'm coming down with something!
What do bees do with their honey?	They cell it.

Why does the Easter Bunny have a shiny nose?	His powder puff is on the wrong end.
Why was Cinderella thrown off the basketball team?	She ran away from the ball.
What do you call a pig that does karate?	A pork chop.
What do you call a song sung in an automobile?	A cartoon.
What has a lot of keys but can not open any doors?	A piano.
What has one horn and gives milk?	A milk truck.
What kind of cats like to go bowling?	Alley cats.

Talent Chairs

Used with permission from Becca Stephen.

Directions

1. This game is similar to Fruit Basket.
2. Set chairs up in a circle. Everyone except the leader sits down. The leader stands in the middle of the circle.
3. The leader will say a sentence with a quality that she has, i.e. I am good at Math. If necessary, she can refer to the list of qualities.
4. When she's finished the sentence, everyone who is good at math must get up and find a new chair from the ones that have been vacated.
5. There must be at least one chair between the one that they are leaving and the one they are taking.
6. At the same time, the leader goes for an empty chair. The person remaining without a chair is the leader of the next round and states a quality or talent that they have.

Goals

1. To discover the strengths and qualities among the group.
2. To discover similarities and differences in the group.
3. To encourage inclusiveness through the discovery of individual and team strengths.

Supplies

- chairs
- list of qualities to refer to (included, below)

List of Qualities

active	decisive	gentle	opinionated	sentimental
adorable	dedicated	genuine	optimistic	serious
adventurous	dependable	gifted	organized	smart
amazing	detail oriented	good listener	original	sociable
ambitious	determined	happy	outgoing	sporty
artistic	diligent	hard-working	outspoken	strong
assertive	direct	helpful	particular	successful
awesome	discreet	honest	particular	supportive
beautiful	eager	imaginative	passionate	sympathetic
believable	efficient	incredible	patient	talented
bold	emotional	independent	perceptive	talkative
brave	energetic	inquisitive	persistent	thoughtful
calm	entertaining	insightful	personable	tolerant
capable	enthusiastic	inspiring	persuasive	trustworthy
careful	exciting	intelligent	phenomenal	unbiased
caring	extraordinary	intense	polite	uncompromising
charismatic	fair	interesting	positive	understanding
cheerful	fantastic	kind	powerful	unique
clever	fashionable	knowledgeable	productive	upbeat
compassionate	fearless	leader	protective	vibrant
competitive	flexible	loyal	rebellious	wonderful
confident	forgiving	magical	reliable	young
considerate	free spirited	motivated	resourceful	youthful
creative	friendly	natural	responsible	
curious	funny	objective	romantic	
daring	generous	observant	sensitive	

Leadership Activities

Choose three to use in a round robin or one following the other if your group is small.

Lego Communication Activity

Pre-Meeting

Build a model using Lego Blocks and create identical sets of blocks for the number of groups that you will have in this activity.

Directions

1. Break down into groups of 4-6 people. Have each member of the group draw a card to determine her role in this exercise or have the team decide who takes which role.
 - **1 Boss** – Can only talk to the Architect and the Runner – note that the Guider is the Architect
 - **1 Runner** – can only talk to the Boss and the Builder
 - **1 Builder** – can only talk to the Runner
 - **Observers** – Can talk to no one! Write down observations
2. Once each person has a card, the girls follow the directions on their card to duplicate the original Building.
3. Conversation can only happen as indicated by their card.

Supplies

- Lego – identical sets for each group
- cards with job title and description (included, next page)
- paper & pencils

After about 15 minutes

- Each group compares their model to the original. How similar is it to the original model? Where does it differ and why?
- Have the groups talk about what they learned through this exercise. What did the observers learn? How did people feel about the communication in their job? Did they feel limited by their job?
- Get the girls to discuss how they can take what they've learned in this activity and apply it to communication within their Pathfinder group.

Debrief

Compare the findings of each group. Were there differences?

<p style="text-align: center;"><u>LEGO BUILD JOB DESCRIPTION</u></p> <p style="text-align: center;">Boss</p> <ul style="list-style-type: none"> ➤ You are the only person who is allowed to see the original model. ➤ You can talk to the “Architect” only to ask questions that can be answered with “yes” or “no”. ➤ You can talk to the “Runner” to give clear instructions on how to make a replica of the architect’s model. ➤ You cannot see the replica as it is being made. 	<p style="text-align: center;"><u>LEGO BUILD JOB DESCRIPTION</u></p> <p style="text-align: center;">Runner</p> <ul style="list-style-type: none"> ➤ You relay the information from the “Boss” to the “Builder”. ➤ You can only tell the “Builder” what to do. You cannot help and you cannot touch the Lego pieces. ➤ You can make as many trips back to look at the model as you like. ➤ You can only ask questions of the “Boss” ➤ You can only answer questions posed by the “Builder”
<p style="text-align: center;"><u>LEGO BUILD JOB DESCRIPTION</u></p> <p style="text-align: center;">Builder</p> <ul style="list-style-type: none"> ➤ You are the only person who can touch the Lego bricks. ➤ You will take directions from the “Runner”. ➤ You are only allowed to ask the “Runner” “yes” or “no” questions. ➤ You are not allowed to see the original model. 	<p style="text-align: center;"><u>LEGO BUILD JOB DESCRIPTION</u></p> <p style="text-align: center;">Observer</p> <ul style="list-style-type: none"> ➤ You may only observe, not participate. You are invisible! ➤ Write down your observations about what works and what doesn’t. ➤ Write down how people react under pressure, how they react when there are misunderstandings and what frustrates them. ➤ Write down any positive communication that you see.
<p style="text-align: center;"><u>LEGO BUILD JOB DESCRIPTION</u></p> <p style="text-align: center;">Observer</p> <ul style="list-style-type: none"> ➤ You may only observe, not participate. You are invisible! ➤ Write down your observations about what works and what doesn’t. ➤ Write down how people react under pressure, how they react when there are misunderstandings and what frustrates them. ➤ Write down any positive communication that you see. 	<p style="text-align: center;"><u>LEGO BUILD JOB DESCRIPTION</u></p> <p style="text-align: center;">Observer</p> <ul style="list-style-type: none"> ➤ You may only observe, not participate. You are invisible! ➤ Write down your observations about what works and what doesn’t. ➤ Write down how people react under pressure, how they react when there are misunderstandings and what frustrates them. ➤ Write down any positive communication that you see.

Sensory Telephone

Telephone is the transfer of a word or phrase from one person to another by speaking the phrase to the next person and having them speak it to the next until it gets back to the beginning and you can see how accurate you were.

This game of telephone is a little more challenging as it only allows the players to use one sense at a time.

Directions

1. Divide the group into teams of 4.
2. Players line up so they are standing in a line looking at the back of the person in front of them. In front of the 4th person is the paper (taped on a wall) or whiteboard and markers.
3. The first person in line is blindfolded. They can only draw. They think of a simple drawing and communicate it to the person in front of them by drawing it on their back using only their finger.
4. The second person can only act (sight). They pantomime the drawing to the person in front of them.
5. The next person can only describe (hearing). They stand with their back to the last person in line and describe what was acted out to them.
6. The last person in line is an artist (touch). They use the paper in front of them to draw the item that they hear described to them.

This game is not only an excellent communication builder, but also helps the girls understand what it is like to have a disability that affects communication.

Supplies

- paper / markers / masking tape
- or**
- whiteboard and markers
- blindfold

Heads Up!

A fun and hilarious electronic communication game that can be played with any number of people. The idea is to guess the word that is on the card that you are holding on your forehead. You have to use your communication and deductive reasoning skills to be successful.

The app contains game cards from many categories including Movies, Animals, Characters, Accents, etc.

This App is available at a cost, but you can get a comparable apps, one of which is Charades! for free.

Supplies

- Smart phone, iPod, iPad, etc.
- WiFi

Silent Artist

Divide the group into teams of 5 to 6.

Rules

1. Every team will be given a topic that they need to draw and colour.
2. Only one team member can draw at a time, and must change places when bell rings.
3. Every player must participate
4. Players cannot talk to each other.
5. Give a time for the drawing to be completed in, e.g. 5 minutes or 8 minutes, etc.

Supplies

- paper
- pencils & eraser
- markers
- topic cards (included)
- bell, buzzer, whistle, etc.

Directions

1. On the word go, one member from each team receives a topic card from the leader. They take the card to their team and one member starts the drawing.
2. After a minute, the leader rings her bell and another girl takes her place. You may find one or two things happen at this point. More than one person could step up to draw, resulting in problem solving to decide who will do it or you may find that no one steps up resulting in someone having to be a leader and appoint the next artist.
3. The leader rings the bell every minute until every team member has had a minimum of 1 turn. At the end of the designated time, the teams share their work.
4. When the time is over, the teams should share their work, explaining their picture and the detail they've put into it.

Debrief

How was it to work on the drawing without being able to talk? Did you notice that any skills started to surface, e.g. teamwork, problem solving, communication, decision making etc.

Robert's Rules of Order

Robert's Rules of Order is a guide on how to run a meeting, keeping track of discussions and motions. For formal meetings, there should be a chair to guide discussions, make sure that things are done in an orderly style and that everyone has a turn for input.

Supplies

- 1 set of "What you need to do" cards (included)
- 1 set of "What you need to say" cards (included)

Games you can play with the cards

1. Print 2 complete sets of cards. Divide the girls into 2 teams and have them race to match the "What You Need to Do" cards and the "What You Need to Say" cards.
2. Print 1 complete set of card. Divide the girls into 2 groups. Distribute the "What You Need to Say" cards to one group and the "What You Need to Say" cards to the other group. Give them 10 minutes to find their partner.

Topic Cards

Hiking	Cooking over a campfire
Swatting an insect	Selling cookies
Saying the Promise	Raising a flag
Putting up a tent	Playing a game
Painting a school	River clean-up
Invasive weed pull	Rock wall climb
Awards ceremony	Face painting
Working on a computer	Being a Pathfinder!

<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You want to take a break for 10 minutes.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>I move to recess for 10 minutes</p>
<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You want to make a motion.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>I move that we ...</p>
<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You support a motion that has just been made.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>I second the motion.</p>
<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You support a motion but want to make a small change to it.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>I move that we amend the motion to say...</p>
<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You want the refreshment committee to deal with an issue.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>I move that we refer this to the refreshment committee.</p>
<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You want to put off the discussion without making a decision.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>I move that we table the motion</p>

<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You like an amendment but want to change it some way.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>I move that we amend the amendment to say ...</p>
<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You think that something is being done that is out of order.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>Point of order.</p>
<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You want to put of a decision until the next meeting.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>I move that we postpone the decision until next meeting.</p>
<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You need point out that discussion is taking place that shouldn't be happening now.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>You are out of order</p>
<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You want to end the meeting.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>I move that we adjourn the meeting.</p>
<p><u>ROBERT'S RULES</u></p> <p><i>What you want to do ...</i></p> <p>You have decided that you want to rescind a motion made at the last meeting.</p>	<p><u>ROBERT'S RULES</u></p> <p><i>What you need to say ...</i></p> <p>I move that we strike the motion made at the last meeting.</p>

Leadership Style Skits

Used with permission from Becca Stephen.

There are many different styles of leadership. This activity will help you learn a little about what each is like.

Supplies

- 1 set of each Leader Style Cards and Situation Cards

Directions

1. Divide into small groups of 3-4. Have each girl decide on one leader.
2. Have the leader of the group pick a Leader Style Card, then a Situation Card.
3. Each group has a designated amount of time to put together a skit incorporating both the leader type and the situation described

Debrief

After each role play, discuss the situation as a large group. Was this the best leadership style for the group? Which style would have been better? Why?

<p style="text-align: center;">LEADERSHIP SKIT STYLE CARD</p> <p style="text-align: center;">You are an <u>Authoritative</u> Leader</p> <ul style="list-style-type: none"> ➤ You decide what goals need to be achieved. ➤ You direct and control all activities without any meaningful participation by those working with you. ➤ No questions asked by your workers. 	<p style="text-align: center;">LEADERSHIP SKIT STYLE CARD</p> <p style="text-align: center;">You are an <u>Democratic</u> Leader</p> <ul style="list-style-type: none"> ➤ You involve a team ➤ You encourage involvement of team members in decision making to determine what needs to be done and how. ➤ You make any final decisions that need to be made.
<p style="text-align: center;">LEADERSHIP SKIT STYLE CARD</p> <p style="text-align: center;">You are an <u>Bureaucratic</u> Leader</p> <ul style="list-style-type: none"> ➤ You are a rule follower ➤ You stress the importance of procedures or the way things have always been done regardless of how useful they are. ➤ You solve problems by controlling the information 	<p style="text-align: center;">LEADERSHIP SKIT STYLE CARD</p> <p style="text-align: center;">You are an <u>Delegative</u> Leader</p> <ul style="list-style-type: none"> ➤ You let others in your team make the decisions regarding the goal. ➤ You give them information that helps them make their own decisions ➤ You take responsibility for their decisions

**LEADERSHIP SKIT
SITUATION CARD**

You are creating a promotional skit about Guiding. Keeping in mind your leadership style, you need to include:
What is the message of your promotion?
Who are you targeting?

Work as a team to build the idea and perform the skit.

**LEADERSHIP SKIT
SITUATION CARD**

You are organizing a Bridging event. Keeping in mind your leadership style, you need to include:

What is the date and location?
What is the theme?
What level are you bridging with?
Who is going to contact the unit, organize activities, organize food, etc.
Work as a team to build the idea and perform the skit.

**LEADERSHIP SKIT
SITUATION CARD**

You are organizing a guest speaker. What do you want a guest speaker to talk about?
Who will you contact (what type of organizations)?

What date would you like this to happen?
Do you have money for a speaker and you do, how much?
Work as a team to build the idea and perform the skit.

**LEADERSHIP SKIT
SITUATION CARD**

You are planning a sleepover (24 hours). Keeping in mind your leadership style, you need to include:
What date are you planning for?
Where will it be and who is invited?
What activities will you do?
What needs to be done and who is responsible?

Work as a team to build the idea and perform the skit.

**LEADERSHIP SKIT
SITUATION CARD**

You are organizing a Pathfinder outing. Keeping in mind your leadership style, you need to include:

What type of outing are you planning?
When will it be?
What will it cost?
What needs to be done and who is responsible.

Work as a team to build the idea and perform the skit.

**LEADERSHIP SKIT
SITUATION CARD**

You are organizing an event of your choice. Keeping in mind your leadership style, you need to include:

What type of event are you planning?
When will it be?
What will it cost?
What needs to be done and who is responsible.

Work as a team to build the idea and perform the skit.