

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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This document represents thousands of hours of work I have invested over 20 years creating, improving, and presenting keynotes and workshops for over one million students and professionals, in 48 states, the District of Columbia, Canada and the Bahamas. You are receiving this at no-cost because I believe in the work you do and I believe in the value of students learning leadership and life skills through engaging techniques presented by a passionate and caring teacher/trainer/speaker.

Please let me know if I can assist you with any of these activities and let me know when I can help you in the future. I will do 150 events this year with my services ranging from school assemblies, conference keynotes, and staff in-services to presentation and interview skill coaching.

Rhett Laubach

Professional Speaker, Leadership Trainer, Author

@RhettLaubach

## ADDITIONAL RESOURCES

Rhett's Quotes	<a href="http://tinyurl.com/WhatRhettSays">tinyurl.com/WhatRhettSays</a>
More Free Resources	<a href="http://www.YourNextSpeaker.com/freeresources.asp">www.YourNextSpeaker.com/freeresources.asp</a>
Rhett's Training Blog	<a href="http://www.AuthenticityRules.com">www.AuthenticityRules.com</a>
Rhett's Pinterest	<a href="http://www.Pinterest.com/YourNextSpeaker">www.Pinterest.com/YourNextSpeaker</a>
Rhett's Playlists	<a href="http://www.Spotify.com">www.Spotify.com</a> [Search for Rhett Laubach.]
Huge Activity Database	<a href="http://www.thesource4ym.com/games">www.thesource4ym.com/games</a>

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## A LOT A LITTLE

**Objective** - The students stand on a continuum line between the signs A Lot and A Little based on his/her response to each question or scenario.

**Time Needed** - 10-20 minutes (Depends on how many questions or scenarios you present.)

**Material Needed** - A sign with the words A Lot in large print. A sign with the words A Little in large print. A list of questions to present to the students. You can use my list below as your list or as a starter list.

**Best Case Scenario** - When the students are able to be serious and silent for an activity. When you have the floor space necessary to create the imaginary continuum line between two walls.

**Debrief** - A Lot A Little is about being self-aware, being honest with your feelings and opinions and being aware of how others feel and what they believe.

### Step-by-Step Instructions:

1. Secure the sign A Lot above shoulder height on one wall. Secure the sign A Little at the same height on the opposite wall. The floor space between the two should be free of obstacles and large enough for all students to stand comfortably.
2. Have the students stand in the space between A Lot and A Little. Tell them that this is a continuum line from A Lot to A Little. You are going to read a set of questions. Each student must stand on the line in a space that represents their answer. IE - How much time do you spend on Facebook? If a student thinks he/she spends a lot of time on Facebook, they should stand as close to the A Lot sign as he/she can. If they don't spend very much time on Facebook, they can stand closer to the A Little wall.
3. Instruct the students to remain silent during the activity. This is an active, yet non-social activity.

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## A LOT A LITTLE CONTINUED

Rhett Laubach's A Lot A Little Questions/Scenarios:

- How much you eat at McDonalds (or a different popular restaurant in your area)
- How much time you spend on Facebook
- How much time you spend on Twitter
- How much time you spend on Instagram
- How much you love animals
- How much time you spend texting
- How much traveling you've done
- How much time you spend at a job
- How much money you have in your pocket
- How many times you have been injured in your life
- How much stress you feel you have
- How many challenges you feel like you have gone through in life
- How safe do you feel at school
- How friendly are the adults at school
- How big of a problem do you think bullying is at school
- How prepared do you feel for college
- How accepting are you to people who are different than you
- How much do you like school
- How bad do you think the problem of drugs/alcohol is at school
- How much do you feel like you know how to be a good leader

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## ALPHABET SOUP BOWL

**Objective** - For each student to quickly say a word or phrase that begins with a certain letter of the alphabet.

**Time Needed** - 10-15 minutes (Could easily be lengthened based on the content they are processing.)

**Material Needed** - One version of the activity requires each team to have one object they can safely toss to each other. One version also requires using music. So, you will need a music player and speakers.

**Best Case Scenario** - The Bowl works great for quick, structured interaction based on whatever you choose - students getting to know each other, processing lessons they just learned or just thinking of creative answers. Also, this activity gets loud. So, make sure you aren't disturbing another class or meeting.

**Debrief** - This activity works best as a tool to get students to know one another or as a tool for you to have them process quickly something they just learned or something you want them to begin thinking about.

### Step-by-Step Instructions:

1. Seat the students in teams of 5-8 people per team.
2. Have each team pick a team leader.
3. Instruct the students to begin saying the alphabet when you either say "go" and/or start music (an upbeat song). It starts with the team leader saying A and then the next person saying B and so on. When they get to Z, start back at A.
4. The order of who goes next is either set by you (IE - start with the leader and go to his/her right or left) or the order of who goes next is set by the team, by tossing an object (tennis ball, paper ball, etc.). When I catch the item, I say the next letter.
5. The alphabet stops when you either say stop and/or stop the music.

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## ALPHABET SOUP BOWL CONTINUED

6. The person who the alphabet stopped on gets to say something to the team starting with the letter they said. What they say is set by you before the activity begins. Options I choose from are:

- A word that describes something about you or your life. (They also must say why that word fits into their world.)
- A lesson they learned today.
- The most creative or unique word that comes to mind. (Instruct the students to keep the words clean and family-friendly.)
- A word or phrase that comes to mind when they think of (insert here the leadership or life skill lesson you are using this activity to introduce. IE - communication, goals, integrity, honesty, school spirit, bullying, positive thinking, etc.)

7. Continue the activity until you feel like everyone on each team has had the opportunity to speak.

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## BACK SNATCHING

**Objective** – For each student to write down as many names as possible and have their name written down the fewest number of times

**Time Needed** – 10 - 20 minutes

**Material Needed** – Nametags, paper and a pen/pencil for everyone

**Best Case Scenario** – An open area and anywhere from 20 – 100 students

**When not to do it** – When the students don't have enough room to move around.

**Debrief** – When a person puts their focus on others, they can get more accomplished. The person who typically wins is someone who wasn't as worried about others getting their name but the one who focused on capturing others' names.

### Step-by-Step Instructions:

1. Have everyone come up with a new first name and write it down in big block letters on their nametag. They cannot let anyone see what they write down. Give them a few minutes to come up with the name.
2. After writing their name on the nametag, they need to put it on their back.
3. Get everyone up, with their paper and pen/pencil.
4. Once everyone is up and in the open area, give them the instructions and let them know they cannot start writing until the leader says go.
5. Their task is to write down as many names from people's backs as they can without letting other people get their name off their back. So, the winner will be the person who has the most new names written down and has their new name written down the fewest times.
6. They cannot cover up their nametags with anything or anyone. They cannot stand against the wall or sit down or lay on the ground.
7. Start the game and let them run around for as many minutes as desired.

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## BALANCE BOARD

**Objective** - For each team of students to complete the task as much as possible.

**Time Needed** - 15-30 minutes

**Material Needed** - Duct tape

**Best Case Scenario** - When you have ample floor space to set up the tape strips (IE - balance boards)

**Debrief** - Balance Board sets you up to teach teamwork, overcoming challenges, learning from mistakes, and giving your personal best effort for the purpose of helping the team.

### Step-by-Step Instructions:

1. Make strips of duct tape 10 feet long, one per team and make the strips two lines of duct tape wide.
2. Get the students into teams of 8. Be as exact as possible.
3. Have each student take off their shoes.
4. Each team begins by lining up with all feet on the line. They must switch the order they are standing without anyone stepping off of the duct tape.
5. Nothing can be used to help the team members stay on the duct tape.
6. The only exception is each team is allowed one foot to step off one time.
7. If a student touches the ground, the team must start over.
8. Have the students brainstorm strategy before the competition begins.
9. Once the competition begins, the team to get to the switched position while following the rules wins.

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## BALLOON TOSS

**Objective** – To keep as many balloons off the ground as possible

**Time Needed** – From 45 - 60 minutes

**Material Needed** – 12” round Balloons, Trash Sacks

**Best Case Scenario** – At least a few teams of 8 people and room to play

**When not to do it** – If there isn't any floor space to work with

**Debrief** – This activity teaches how to work with others, how to overcome challenges, how to recognize and work with human behavior patterns, how to communicate, how to plan strategically, and to not be satisfied with status quo

### Step-by-Step Instructions:

1. Each team of 8 gets 1 sack of balloons (3 more balloons than people in the group, i.e. if there are 8 people in the group they will need 11 balloons) and 1 trash sack.
2. Each person must put their strongest hand behind their back and they cannot use it at any time during the activity (except for the feeder).
3. Each team selects a feeder. The feeder holds the trash sack.
4. Blow up all the balloons and put them in the trash sack.
5. The team needs to figure out how they are going to keep the balloons off the ground by only tapping or nudging them.
6. The feeder will take a balloon out of the sack and feed it to the team at 10-second intervals.
7. Once a balloon touches the ground, the team must sit down and try again after all teams have been seated and the activity leader re-starts everyone.
8. This process can continue as long as time allows or until the teams have completed the task.

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## CONVERSATION STARTERS

**Objective** - For students to share privately on paper, socially with a partner and/or publicly with a group comments about Rhett's leadership quotes.

**Time Needed** - 15-30 minutes

**Material Needed** – Digital or paper copies of Rhett's Leadership Quotes photo album at <http://tinyurl.com/WhatRhettSays>.

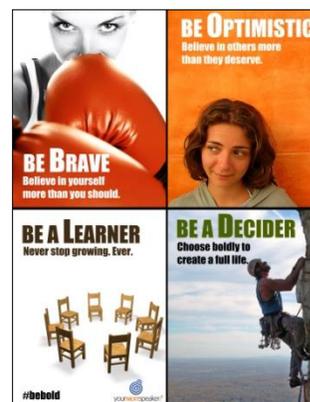
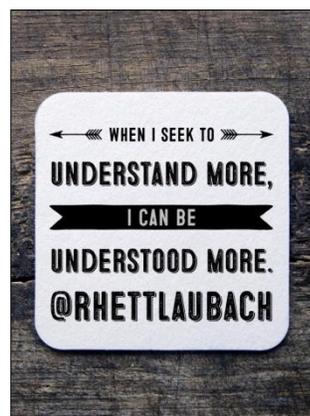
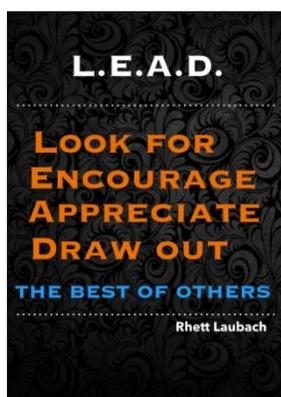
**Best Case Scenario** - When the students can share deeply.

**Debrief** - Leaders are great at being interested in others and interested to others. They are also self-aware of opinions, beliefs and experiences as it relates to leadership.

### Step-by-Step Instructions:

1. Decide how you would like the students to share their answers to your questions - privately on paper, socially with a partner, publicly with a group or a combination of all three.
2. Decide the best way to pass out the quotes. Best three options are: individually on a screen, printed so everyone can have a copy or ask the students to pull up the Pinterest board on their mobile device.
3. Instruct the students to process and share his/her answers in the format you've chosen and to actively listen to answers. How much time you allow for each quote will depend on how much time you have in total.

Example quotes from <http://tinyurl.com/WhatRhettSays>:



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## DRAW YOUR PARTNER

**Objective** - For each student to draw a picture of his/her partner.

**Time Needed** - 5 minutes

**Material Needed** - Each student needs a piece of paper and a pen/pencil.

**Best Case Scenario** - When the students have a hard surface to put his/her paper on for the drawing.

**Debrief** - Two options: 1. Most everyone probably will not draw a very exact picture of his/her partner. This is perfectly fine because they are not expected to be good at drawing humans. However, as leaders there are certain skills and attributes they are expected to be good at. 2. Ask how many students felt embarrassed, even apologetic about his/her "not very well drawn" work. The number is probably going to be high. This is fine also. It represents two positive leadership traits: the desire to give their best work and the desire not to hurt someone else's feelings.

### Step-by-Step Instructions:

1. Have students get in pairs. Limit the groups of three as much as you can.
2. Each student needs a sheet of paper and a pen.
3. Ask each student to draw a large square on their paper.
4. Tell them they will have 60-seconds to complete a task in that square, use all their time, begin when I say go (and/or start the fun music) and complete working until I say stop (and/or stop the music).
5. DO NOT tell them what they will do in the square until right before you say go and/or start the music. You want them to go to work immediately after you tell them what to do.
6. When pens are all ready to go, tell the students their task is to draw a picture of their partner in the square they just drew.
7. As they are laughing and drawing, have fun with it - tell them to hurry, tell them how many seconds are left, say things like, "If it is looking good, make it better. If it is looking bad, make it horrible!" Build the energy and drama in the room with some verbal coaching.

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## DRAW YOUR PARTNER CONTINUED

8. When the time is up, say stop (and/or stop the music). Ask everyone to sign the picture like they are an artist. Then ask them to give the picture of their partner to them and talk about how the pictures look. They will be laughing and chatting and going back and forth with comments. Let this continue for 30-60 seconds.
9. Ask them to give their partner a high-five and say "great job".
10. Ask them to raise their hands if they either thought while drawing or actually said to their partner, "I'm so sorry about this." This is your chance to debrief the two leadership lessons above.

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## GUESS THIS

**Objective** - For each team to earn as many points as possible.

**Time Needed** - 20-30 minutes

**Material Needed** - One table, two sheets of easel pad paper, three-five markers, a list of the guess options.

**Best Case Scenario** - When the students are ready to have fun, be active and work together. This is a somewhat loud activity, also.

**Debrief** - Guess This teaches the importance of creativity, working together, and stepping out of your comfort zone.

### Step-by-Step Instructions:

1. Students are in teams of 5-10.
2. Each team needs one pen, a flipchart and a set of markers or crayons.
3. Each team needs to assign a point keeper and a "starter" - this is the first person who will compete for the team.
4. The starter gets the first clue from a trainer and they go back and can do one of three things to help the team figure out the item (Draw it - 1 Point, Hum it - 2 Points, Act it - 3 Points). Once they pick one, they can't switch. Each starter will get a different first clue.
5. As soon as the team figures it out (or they can choose to skip it), the next runner comes up and gets the next clue. They have to know the last item the team was working on.
6. The point keeper tracks whether they got it or not and what way the person used to explain it to the group.
7. The activity is over either when a team goes through all the list items or when the lead trainer decides to end it.
8. Team with the most points wins.

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## GUESS THIS CONTINUED

Points: 1 – Draw, 2 – Hum, 3 – Act

List:

1. Can you hear me now?
2. Forrest Gump
3. Justin Bieber
4. One Direction
5. American Idol
6. The Lion King
7. Jelly Beans
8. Hacky Sack
9. Peanut Butter and Jelly Sandwich
10. Coca-Cola
11. Etch a Sketch
12. Statue of Liberty
13. Tiger Woods
14. Michael Jackson
15. Jay-Z
16. Got Milk
17. Just Do It
18. Stop, Drop and Roll
19. Facebook
20. Happy Meal
21. Will Ferrell
22. iPhone
23. Batman
24. Red Bull
25. Red Robin – Yum

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## HOT FEET

**Objective** - To give the students a fun, social, team-based method to share information they learned or personal information.

**Time Needed** - 10-15 minutes (Can go longer if you need the students to have more opportunities to share.)

**Material Needed** - Chairs, enough open floor space for the students to be comfortably standing and walking in the middle of the chairs set in circles of 6-10 chairs, music player, speakers, fast upbeat music playlist with at least ten songs.

**Best Case Scenario** - When it is appropriate to be loud without being disruptive to the classes or meetings close to you.

**Debrief** - This activity is designed to be a fun method for the students, while in teams of 6-10 people, to share lessons they learned or any other information you would like them to share with their team or begin thinking about before a lesson.

### Step-by-Step Instructions:

1. Put the students in teams of 8-10 people.
2. Ask the students to set their chairs in a circle. One circle per team.
3. Ask each team to pick a team leader.
4. Ask everyone to think of three things they can share quickly (30 seconds or less) with their team. These can be whatever fits the lesson you just finished, the lesson you are introducing or anything else that fits the day's purpose. The students need to only think of their responses and not share anything yet.
5. Ask each team leader to remove his/her chair from the circle and ask everyone, including the team leader, to stand in the middle of the chairs. They might need to move them a little so the space in the middle of the circle is large enough.

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## HOT FEET CONTINUED

6. Instruct the students that when you begin the music, they must walk in a circle in the middle of the chairs. When you stop the music (10-30 seconds later) everyone's task is to sit in a chair. We call this competitive chair diving because there is one less chair than people in the circle. Someone will be left without a chair.
7. Whoever is left without a chair remains standing and shares with the team one of the three items they were thinking of before the activity started. Once they finish, the team applauds, stands and once every person in the room is standing again, we repeat the process.
8. Remind the students to be safe and cordial as they are fighting for chairs.
9. If you are simply not lucky today or not skilled at competitive chair diving and are left standing more than once, this is why everyone was asked to prepare three items to share. Your task then is to share another thing.
10. You can add to the physical fun of this by coaching new walking techniques as each round begins - faster, slower, with eyes closed. My favorite technique to add is when you yell "switch" they must turn around and walk in the opposite direction. Once you add this, yell switch at least three times per round. I always end with the final round being fast, eyes closed and at least four switches yelled.
11. End the activity once everyone has had an opportunity to share.

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## I AM

**Objective** - Students share personal information with a group of interested people and listen to what others share.

**Time Needed** - Depends on the number of students and the methodology you present for sharing, but this activity normally needs at least 30-minutes.

**Material Needed** - Rhett's I Am slide show accessible from <http://tinyurl.com/i-am-rhett-slide-show>

**Best Case Scenario** - A quiet space.

**Debrief** - We can understand and be understood better when we take time to share and listen.

### Step-by-Step Instructions:

1. Sit the students in tight circles of 5-7 people. Remove distractions.
2. Start the I Am slide show from <http://tinyurl.com/i-am-rhett-slide-show>
3. Tell the students they will be learning more about one another by completing sentences on the screen. Each sentence starter will remain on the screen for a set period of time. Set this in the Advance Slide setting. The students share only with the people in his/her circle.
4. How they share is up to you. Sharing options:
  1. Free For All - Anyone can speak up to complete the sentence and take as long or as short as they'd prefer to explain. Not everyone will have time to share for each sentence.
  2. Go In Order - You assign everyone a number. When a new sentence appears, you call out a number. That student shares. When he/she finishes, the person to his/her right shares next. This continues until everyone has shared in the circle. Have each group indicate quietly when they have finished. This method requires each group to be the same size. You will also need to turn off the auto-advance setting in the slide show.
  3. You Say Who Is Next - Same method as Go In Order, except when a student finishes sharing, he/she picks who goes next.

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## I AM CONTINUED

### 5. Sentences in slide show:

1. I am...
2. My favorite possession is...
3. I feel most like me when...
4. My greatest accomplishment is...
5. I hate it when...
6. I feel happiest when...
7. I get angry when...
8. One thing I want to do this year...
9. What I like most about myself...
10. I feel least like me when...
11. One thing I need your help with...

### 6. When the slides are finished, bring everyone back together and discuss the experience:

1. What new information did they learn?
2. What was difficult to share?
3. What did you most enjoy sharing?
4. How can we use this information to better friends, team players, etc. for one another?
5. Why is it so important to get to know the people around us better?
6. Why don't we let people get to know us?
7. Why is it so challenging to find time and motivation to fully focus and listen to others?
8. Who do you need to listen more intently to in your life?

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## I WILL... BECAUSE...

**Objective** - Students to share publicly something they commit to changing in their life and the value this change will create.

**Time Needed** - Depends entirely on how many students you have.

**Material Needed** - Pens and paper for each student.

**Best Case Scenario** - When the students are in a good place to do an emotional activity.

**When not to do it** - When there are too many distractions in the room.

**Debrief** - Leadership and life skills teaching and training is not about the work we are doing today. The value of the training sits squarely on the shoulders of each student taking action on what they have learned. This activity begins that process in a public and tangible method.

### Step-by-Step Instructions:

1. Have each student take 5-10 minutes and answer these questions privately on a sheet of paper: What do I need to change or improve to strengthen my leadership influence? Why is this a valuable leadership behavior?
2. Invite students, one at a time, to stand and share his/her answer in the following format: I will... (he/she shares the commitment written), because... (he/she shares one reason why this is a valuable leadership behavior).

Example: I will listen more actively to others because this demonstrates I have a genuine interest in them and what they are saying.

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## IDENTITY CRISIS

**Objective** - Share three sets of personal identification words, your own at first and ones you steal after that.

**Time Needed** - 10-15 minutes

**Material Needed** - N/A

**Best Case Scenario** - When the students have ample space to walk around amongst one another.

**Debrief** - Identity Crisis is all about the confusion that happens when you pretend to be someone you're not. You can take this lesson and teach the importance of self-awareness, believing in yourself, not trying to be, act or think like someone else, helping others discover, sharpen and/or believe in their own strengths, etc.

### Step-by-Step Instructions:

1. Have the students pair up.
2. Ask each student to share three sets of personal identification words with their partner. Examples: name, birthplace, favorite food, biggest pet peeve, biggest life goal, what they had to eat today, favorite day of the week, etc.
3. Instruct the students that the goal of the activity is to meet one another while standing, shaking hands and sharing the three sets of words. When the activity starts, everyone shares their own words. From that point forward when you meet someone, you don't introduce yourself as yourself - you introduce yourself using the three sets of words given by the previous person you met. This "stealing" of identities happens every time you meet someone.
4. Warn the students that they might get reintroduced to themselves and the three sets of words might not be exactly the same as when the activity started. This is fine. Just go with it.
5. Continue the activity until you feel like everyone has been given the opportunity to steal a good number of identities (10-20).

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## ISOLATION

**Objective** – Form groups of different sizes.

**Time Needed** – 5-10 minutes

**Material Needed** – Open space, music player, speakers

**Debrief** – A fabulous way to start off a conference and get people to know one another. It works well to help teach the importance of fostering relationships. Effective leaders know how to socialize with different groups and learn about one another. It is also important that we understand it is up to us to make the most of our relationships and time spent at a conference or in school. It is best to get involved and not just sit on the sidelines.

### **Step-by-Step Instructions:**

1. Have the students assemble in the middle of an open area.
2. Explain to them that while the music is playing they need to walk around shaking hands.
3. When the music stops the activity leader will call out a number and the students get into groups of that exact number.
4. If the leader calls out 6 and there is a group of 4 they are out. They can stand along the wall.
5. Once they are in the groups they share something about themselves. Name, favorite food, hobbies, weirdest thing about them. (Be sure to tell them what to discuss and do not leave it open or they will not say anything).
6. Do this as long as you want or until you have just two people left.
7. The whole point is that many will make the decision to leave the game very early so they don't have to participate.

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## LEADERSHIP CIRCUS

**Objective** – For each team to complete all tasks

**Time Needed** – 20-30 minutes

**Material Needed** – Pre-printed station numbers and tasks, tape, a sharpie.  
Email rhett@yournextspeaker.com for his full task list.

**When not to do it** – When the students are not in teams

**Debrief** – This game is primarily just a fun roller-coaster ride for the students but it does speak to their integrity in playing the game since it is so hectic it is very easy for the students to cut corners and not get noticed.

### Step-by-Step Instructions:

1. Place the station tasks and numbers up around the room. Make sure there is a good amount of space between each station.
2. Assign the teams a different station to start at (IE – some will start at #1, some at #2, etc.).
3. The teams' task is to go to their first station, complete that task, have one person on their team (the runner) get a sharpie mark on his/her hand, and then move to the next station. Continue the process until their runner has 10 marks (or however many stations have been set-up).

### Station Task Examples

- As a team count to 100 while yelling
- Spell out a word on the floor using your bodies
- Stand in five chairs
- Make a pyramid using 6 of your team members
- Sing Happy Birthday twice to someone in the room and hold hands in a circle
- Sit at 8 different tables as a team
- Shake 20 different hands and say "I'm a beautiful lady" to everyone you meet
- Have three people on your team act out a movie scene silently to the rest of your team and they have to figure out what the scene is
- Line up in a straight line from youngest to oldest, number of letters in your first name, and shortest to tallest

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## MATTRESS COMPANY

**Objective** – For each team to build a bed made out of only balloons

**Time Needed** – From 45 – 90 minutes

**Material Needed** – Balloons (12” round work best)

**Best Case Scenario** – At least 30 participants so there can be 5 teams of 6 people. For this activity to work well there needs to be at least 6 people per team and room for the participants to build the bed.

**When not to do it** – If there isn't floor space to work with or more than 150 participants

**Debrief** – This activity teaches teamwork, how to overcome challenges, how to recognize and work with human behavior patterns, how to communicate, etc.

### Step-by-Step Instructions:

1. Everybody needs to be in a team of at least 6 people.
2. The teams sit in a circle (chairs or floor).
3. Each team gets one bag (15) of balloons.
4. The bag stays closed until the activity leader says they can be opened.
5. Each team must take 5 minutes to plan how they are going to build a bed of balloons strong enough to hold the tallest person on their team off the ground for one minute.
6. After the 5 minutes of planning, announce that everybody competing must put their strongest hand behind their back and that hand cannot be used at any time during the construction or the competition. The only exception to this rule is for the person lying on the bed. As they are being put on the bed and while they are on the bed, they can use their other hand for balance.
7. The teams can open the bags and begin construction.
8. They can do a few trial runs to see if they have built their bed strong enough to hold the person off the ground.
9. When they are ready to compete, they must locate a “time keeper” (preferably the activity leader) and the timekeeper will be the judge.
10. The rules for putting the person on the bed are:
11. The balloons must be put in place like they will be with the person lying on them.
12. Once in place, they cannot be touched.
13. The person who is going to lie on the bed is lifted onto the bed by the team.
14. Once they are on the bed and only touching balloons, the time starts.
15. The actual winner of the competition will be the team that uses the fewest number of balloons to hold their person off the ground. Once a team has completed the task, they can reevaluate and try again with fewer balloons.

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## MONKEY IN THE CORNER

(Inspired by my great friend Kelly Barnes, [www.KellyBarnes.com](http://www.KellyBarnes.com).)

**Objective** – For the monkey to find and fill an empty space, for everyone else to trade spaces with someone and not allow the monkey to steal your space

**Time Needed** – 20-30 minutes

**Material Needed** – Open space

**Debrief** – This activity is a great way to showcase that risk comes before reward. The only way this game is fun for the participants is if they switch spots with other people thus they risk losing their spot. It is a great way to also show them the difference between being “in” an organization and being “involved.”

### Step-by-Step Instructions:

1. Have students stand in a circle, shoulder to shoulder facing the inside .
2. Have one student start off as the monkey and stand in the middle of the circle.
3. Explain the following rules clearly and slowly.
4. The monkey goes to each person and asks, “Is the monkey in the corner?”
5. The students, in a circle reply, “Sorry, we have no corners”.
6. The monkey continues going up to people asking the same question.
7. Everyone else are finding people around the circle to switch spots with.
8. When participants decide to switch this leaves their spot open and the monkey’s job is to try to fill one of the open spots.
9. If the monkey fills a spot, the person left without a spot is now the monkey and starts going around the circle asking, “Is the monkey in the corner?”
10. It is important to explain to the participants to pass on the right, just like they were driving a car. This keeps them from running into each other.
11. If you feel like one participant has been the monkey for a long time and cannot seem to fill a spot, yell out “banana peel” and have everyone switch spots. Then pick a new monkey from the final students who are trying to get in the circle.

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## MOOD MUSIC

**Objective** - Reflect and share what mood or memory comes to mind from each song.

**Time Needed** - 15-20 minutes (Depends on the number of songs you play.)

**Material Needed** - A music player, speakers, a list of Mood Music songs. Feel free to use mine (songs are listed below) from Spotify. Just search for Rhett Laubach. The name of my Spotify playlist for this activity is Mood Music Options.

**Best Case Scenario** - When you are not going to disturb others nearby.

**Debrief** - This activity helps students think about how leaders are influencers. The songs that they respond to made some type of impact in their life - good memory, sad memory, takes you to a particular place and/or time, etc. Effective leaders understand they have influence and are intentional about using this influence for positive.

### Step-by-Step Instructions:

1. Have the students pair up.
2. Instruct them that you will be playing the first 15-60 seconds of number of songs.
3. When each song starts, each student's task is to share with his/her partner what memory comes to mind and/or what mood the song puts he/she in.
4. You can have the students share while seated or have them stand up and walk while they talk. The up and walking is a good idea if you'd like to also suggest the students dance to a song if they feel moved. It also adds to the energy of the activity if you invite them to sing if they know the song, but only after they share their memory or mood.

### Speaking Mood Shorter

(Rhett Laubach's Spotify playlist)

1. I Feel Good
2. Stayin' Alive
3. You've Got a Friend in Me (Toy Story theme song)
4. Pomp and Circumstance
5. The Christmas Song
8. Don't Stop Believin'
7. We Will Rock You

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## MOVIE TRAILER

(Inspired by my great friend Kelly Barnes, [www.KellyBarnes.com](http://www.KellyBarnes.com).)

**Objective** – As a team, create a 3-5 min. movie trailer

**Time Needed** – 1-2 hours

**Material Needed** – Costumes, props, and an audience

**Best Case Scenario** – When students are in groups of 5-10 and with lots of supplies. These are not supplies you have to go out and buy. It makes it better when they have to use what is around them and be creative.

**Debrief** – When students do this activity they put a lot of thought into how to make it creative. Everyone finds a role and they own it completely. This is good to talk about for creativity and learning strengths and weaknesses. Success in life is about finding something you are good at and excited about and making it yours.

### Step-by-Step Instructions:

1. Get the students into teams of 5-10.
2. Give them 30-minutes to create their plot (details below).
3. Give them 90 minutes to create their movie trailer, including props, costumes, set-up, etc.
4. Have them perform their movie trailer. Make sure they tell the class their plot before they start.
5. Let the teams vote on the best with the stipulation that they cannot vote for themselves.

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## MOVIE TRAILER CONTINUED

**To Make the Movie Trailer – Chose one option for each of the items below. (E is a “you pick” option that can only be used twice).**

**Name it:** \_\_\_\_\_ the \_\_\_\_\_. Pick one word from each Group to fill in these blanks Group 1 (First blank) – a) Kill, b) Find, c) Taste, d) Destroy, e)? Group 2 (Second blank) – a) Heat, b) Last Amigo, c) Death, d) Moon Sector 7, e) ?.

**Tag it:** Add tag lines after the title – a) Expect a volcano to erupt, b) Don't deny it until you try it, c) The bodyguard shot his father. Now the bodyguard needs a bodyguard, d) Girls just want to have fun, e)?

**Pick a plot:** This is the story of a: a) Distraught Grocer, b) Lonely Superhero, c) Angry Soccer Mom, d) Mythical Creature, e) ?. Who faces a: a) Giant asteroid hurtling toward earth, b) Crop destroying super beetle, c) Huge monster destroying New York, d) Corrupt cop, e) ?

**Pick the location:** a) New York, b) Mars, c) The underworld, d) A high school gymnasium, e)?

**Throw in a twist:** Make a turn in the story: a) Dog gets kidnapped, b) The waiter doesn't get tipped, c) Someone falls in love, d) There is a fire, e)?

**Choose a lead man/woman:** a) Tom Cruise, b) Michael Jackson, c) Jennifer Anniston, d) Will Smith, e) ?

**Choose a sidekick:** a) Will Ferrell, b) Jim Carrey, c) John Wayne, d) Larry the Cable Guy, e)?

**Choose a genre:** a) action, b) drama, c) comedy, d) musical, e)?

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## NAME THAT TUNE

**Objective** - To work with a partner to guess the TV show or movie name each theme song represents.

**Time Needed** - 15-20 minutes (Depends on how many songs you play.)

**Material Needed** - A music player, speakers and a Name That Tune playlist. Feel free to use mine (songs are listed below) from Spotify. Just search for Rhett Laubach. The name of my Spotify playlist for this activity is Theme Songs.

**Best Case Scenario** - When the volume of the music is not going to be disruptive to any classes or meetings nearby.

**Debrief** - This activity teaches the power of repetition. When a student knows the movie or show that goes with the song, it hits them almost instantaneously. This is because of the number of times they either watched the show and/or have heard the song. This relates to leadership in two forms. 1. Effective leaders understand what they need to form as habits and what they need to have as repetitive behavior to earn and keep trust with others. 2. What we repeat in life equals what is important to us. You can improve your life by improving the thoughts and actions you repeat.

### Step-by-Step Instructions:

1. Have the students pair up.
2. Tell the students you will play 10-15 seconds of ten songs. Each song is a theme song from a movie or TV show.
3. Their goal is to whisper with their partner and guess what movie or TV show goes with each song.
4. After you play all ten, play them briefly again in the same order. When you play a song this time, the crowd yells out the name of the movie or show.
5. The students need to keep track of how many they get correct. Give a prize to the winning teams if you'd like.

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## NAME THAT TUNE CONTINUED

### Theme Songs

(Rhett Laubach's Spotify Playlist)

1. Cops
2. Rocky
3. The Godfather
4. Mission Impossible
5. Star Wars
6. The Lion King
7. Monday Night Football
8. The Fresh Prince of Bel-Air
9. Seinfeld
10. O' Brother Where Art Thou

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## ROCK, PAPER, WHATEVER

**Objective** - To create a new "weapon" to use instead of the traditionally used rock, paper or scissors and to compete against other partnerships.

**Time Needed** - 15-20 minutes

**Material Needed** - N/A

**Best Case Scenario** - When there is space for the students to move around and when it is appropriate for the students to be a little loud.

**Debrief** - This activity teaches creativity, working together, stepping out of your comfort zone and taking something old and turning into something new.

### Step-by-Step Instructions:

1. Students get in pairs.
2. Tell them to play a quick best-of-five round of rock, paper, scissors.
3. Instruct each group to create a new "weapon" for rock, paper, whatever.
4. Each weapon must have four characteristics: It must involve both students to demonstrate, it must involve a person and another object (animal, traditional weapon, household appliance, etc.), there needs to be a noise accompanying it made by the students and the weapon must have a creative name. An example: the "Whatever" is Chuck Norris riding on a cute, while rather large puppy dog that has the ability to injure you with the laser beam shooting from his collar. The name of this invention is The Cutest Laser Throwing, Chuck Norris Transporter Ever.
5. Give them a few minutes to create their "Whatever". Once they are ready, they need to let you know.
6. Once everyone is ready, the competition works just like rock, paper, scissors, except it is two on two and the winner each time is not as clear. This is where you inform the students they will need to listen close, be honest when the other "Whatever" is more awesome or if yours clearly is then be able to stand up and defend your "Whatever".

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## ROLL THE DICE

**Objective** -To work together as a team to reach 21 points first.

**Time Needed** - 15-20 minutes

**Material Needed** - One set of dice, one set of Roll The Dice cards, one table per team

**Best Case Scenario** - When the students have ample floor space to move around.

When it is ok to be loud.

**Debrief** - Roll the Dice is an intense teamwork activity. It requires students to keep their focus equally on how teammates are contributing to the flow of the activity and on how he/she are contributing to the task at hand.

### Step-by-Step Instructions:

1. Get students into teams of 6-10, each team at their own table.
2. Each team gets a set of dice and a set of Roll the Dice cards.
3. Each Roll the Dice card has a task on it.
4. Each person gets a number assigned to them. Two through however many people there are on the team.
5. The cards are set upside down and spread out in the middle of the table.
6. The team leader grabs a card to start the game and has to do the task on the card.
7. The task doer always has the right to ask someone to do the task with them. (Some tasks require a partner).
8. After they do the task, they put the card back on the table upside down (with the team hiding their eyes).
9. The leader then rolls the dice. Whoever's number comes up, they draw a card and perform that task.
10. If a number comes up on the dice that is not represented on your team, then simply roll the dice again until you see a number that is represented on your team.
11. The process is repeated until the dice has been rolled 21 times. First team to 21 wins.
12. A few questions to ask for your debrief session: Did you allow yourself to fully engage in each task? Did you encourage or make fun of your team mates as they performed tasks that were difficult, silly, etc.? How many times did you ask a partner to join in with you Did your team start to build some team unity or were you still just a set of individuals at the end of the activity?

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## ROLL THE DICE CONTINUED

Ideas from Rhett on Tasks for Roll the Dice Cards

1. Sing happy birthday to 3 different people not on your team.
2. With a partner, walk around the room twice without taking your finger off the walls.
3. Touch every table in the room.
4. Ask 5 people not on your team to tell you their nickname & tell them to your team.
5. Ask a teammate to lead you around every table in the room with your eyes closed.
6. Do 23 jumping jacks while your team yells out which number you are on.
7. Have everyone on your team yell from 100 to 1 while walking around your table.
8. Take your entire team to all 4 corners of the room.
9. Give everybody on your team a new name. Once you give someone a name, they stand and yell, "my name is \_\_\_\_\_!"
10. Walk to the front of the room. Have someone time you talking for 1 minute about you.
11. Have everyone on your team line up 3 times. Oldest to youngest, then alphabetically by first names and then shortest to tallest.
12. Spell your full name - first, middle, last - with your arms.
13. Play three rounds of Duck, Duck, Goose with your team at your table.
14. Close your eyes. Have a team mate help you touch all four walls.
15. Walk around the room and give each table in the room a name.
16. Stand against all 4 walls. At each wall, say every family member name you can think of.
17. Give one person at each table a genuine compliment on their hair, clothes, name, etc.
18. Have your team do the wave five times while standing around the room.
19. Get your team in the shape of a square then a triangle then a circle. Repeat twice.
20. Write down four things that make you happy and tell your team what you wrote & why.
21. Grab a cell phone and send a text to yourself or a friend. The text must read Guacamole.
22. Figure out this number and tell 3 people on 3 teams the answer:  $45+567-899+3,456$ .
23. Stand on a chair. Tell your team 5 of your favorite movies. Have someone help you down.
24. Have your entire team sit on the floor while each person yells out their name 5 times.
25. Play one round of "2 Truths & a Lie" with your team. Everyone must take a turn.
26. Have your team act like bees are attacking while running around the table three times.
27. Sing loudly for 30 seconds. Have someone time you.

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## SHAPES WITH FISTS

**Objective** - For each team to create and build as many shapes as they can using only their bodies as the material.

**Time Needed** - 45-60 minutes

**Material Needed** - One camera per team

**Best Case Scenario** - When there is ample floor space for each team to spread out to create the shapes.

**Debrief** - Each phase of competition has a different lesson. Phase one (the brainstorming phase) is about not settling for your initial ideas, but to continue thinking of more. This is also a time where the talkers in the group can overtake the conversation and the heavy listeners on the team might be unwilling to share a great idea they have. Phase two (the practice phase) - this is a chance for the team to make group decisions and exercise the ability to share your opinion, but to also agree with group consensus. Phase three (the competition phase) is about following through on what the team decided during phase two and doing your best in making the shape.

### Step-by-Step Instructions:

1. Students should be in teams of 5-10.
2. Assign a list maker.
3. There are three phases: brainstorming, practice and competition. Instruct the students that the entire room moves from one phase to the next together. You will let them know when it is time to go to the next phase.
4. Each team will be judged on three things: creative ideas, full team participation and does their final shape look anything like what they think it does.
5. During brainstorming, the task is to think of as many shapes as you can using only team members' bodies. The list maker must write down each shape. Sometimes it is helpful to give each team a goal regarding how many ideas to create - 30 is a good sized goal. Every person must be involved in every shape and they cannot use any props.
6. Phase two is practice. This is where each team decides on their best idea and prepares to display it in phase three.
7. Phase three is competition. Each team gets in the shape of their best idea. One person from another team takes a picture of their shape. This picture is then submitted (via text or email) to the facilitator for final judging. The text or email must include the team leader's name and say what the shape is supposed to be.

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## STANDING OVATION

**Objective** – To either ignore or give a standing ovation to someone

**Time Needed** – 30 minutes

**Best Case Scenario** – When there is a big group of students

**When not to do it** – When there are only a few students

**Debrief** – How you treat others makes a big difference. Many times in our society we take sarcasm and jokes too lightly. Our focus should be to use our words and actions to build others up and encourage.

### Step-by-Step Instructions:

1. Get two volunteers from the crowd.
2. Take both far enough away so they can't hear you giving instructions to the crowd.
3. While the two are outside, tell the crowd that the first person is going to come in and talk. The crowd's job is to totally ignore them. They should talk to each other, make no eye contact with the person, do not react to anything they do, etc.
4. Have the crowd go ahead and start talking.
5. Go outside and tell the first person (just pick one) that they are going to go inside and talk for about 60 seconds about their favorite hobby (talk them through this and make sure they pick something before you go in).
6. Take the person inside, give them the mic and let them talk (or not talk) for roughly 60-seconds. You should ignore them, as well.
7. After their time limit is up, take them back outside.
8. While the two are still outside, go back in and instruct the crowd that you are going to bring in the second person. Only this time, they must remain totally quiet while you are bringing them in. Once you say, "Here is \_\_\_\_\_" then the crowd jumps to their feet and screams and hollers and makes as much noise as possible.
9. Get the crowd totally silent before you go outside to get the second person.
10. Tell the second person that they are going to go inside and say three things - name, hometown and one word to describe them. Have them figure it out now.
11. Walk the second person inside to the silent crowd, introduce them by saying, "Here is \_\_\_\_\_," hand them the mic and let the crowd explode.
12. After a few moments of laughter and screaming and clapping, run the second person outside to a huge standing ovation while you are running out.
13. Bring both volunteers back inside to the front with you and have a short discussion about how each person felt differently based on how they were treated by the crowd.

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## SULLIVAN BALLOU

**Objective** - For the students to listen to a three-minute reading of a letter and reflect on his/her personal answer to a question they are asked before the recording is played.

**Time Needed** - 10 minutes

**Material Needed** - Music player, speakers, a purchased copy of the recording of Sullivan Ballou's letter. This can be found in my Spotify public playlists. Search for Rhett Laubach to find my playlists. The playlist is titled Sullivan Ballou.

**Best Case Scenario** - When there are zero distractions and the students are ready to go to an emotion-filled space. This activity is most powerful in the evening time.

**Debrief** - This activity is best used to teach the power of aligning your actions and thoughts with strong, meaningful convictions (beliefs, values, faith, etc.).

### Step-by-Step Instructions:

1. Have the students assume a quiet attitude of reflection.
2. Ask the students to remain quiet and entirely anti-social until instructed to talk.
3. Tell the students you will be playing the reading of a letter written by a man named Sullivan Ballou. Sullivan wrote the letter while on the battlefield in the Civil War. He wrote the letter to his wife back at home, Sarah.
4. During the reading, ask the students to think quietly about their answer to this question: What most influenced Sullivan's words, thoughts, feelings and actions?
5. Begin the audio.
6. After the reading is over, ask the students to turn to a partner and learn what they thought most influenced the crafting of Sullivan's letter and, ultimately, Sullivan's life at the time of the writing. Play the music-only track softly while the students discuss.
7. After a few moments of partner discussion, ask for students to share with the group.
8. You can then present your own response to the letter. After listening to it hundreds of times, my response is that Sullivan lived a heroic, faithful, patriotic and servant life because he didn't just have beliefs, he had convictions. His love of country, family and service to others was so strong, his actions at home and away serving his country were guided completely by his convictions.

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## THE MASTERS

**Objective** - For the students to reflect on mastery level music performances.

**Time Needed** - 15 minutes (depends on the number of songs you use)

**Material Needed** - Music player and speakers. If you use Spotify, you don't have to purchase each song. If you become a paid member (\$12 per month), you have the ability to download each song or playlist to your device. This ensures the songs will play because you aren't relying on a strong cell or Wi-Fi connection. You can also view and copy to your device other users' playlists. Like one or more of the 65+ public playlists I have created - including one titled The Masters. Just search for Rhett Laubach in Spotify.

**Best Case Scenario** - When the students can focus on the music without distractions.

**Debrief** - These songwriters, singers, musicians, etc. were/are the best compared to everyone. The goal of leaders is not to compete with others to be the best, but rather to compete with yesterday to be the best. IE - Are you a better leader today than you were yesterday? When your answer to this question is consistently a yes, then you know you are performing as the best leader you can be today. The goal isn't to be a master of all-time (like these musicians). The goal is to be a master of today.

### Step-by-Step Instructions:

1. Put together a playlist of (no more than) 10 songs that display singers, musicians, songwriters who are considered the greatest of all-time at what his/her craft.
2. Play the first 10-30 seconds of each song and have the students simply listen and focus on something in particular about each performance.
3. You can use the following list, create your own from scratch, or use a little of both. Make sure for each song you have one or two elements in particular you want the students to focus on about the performance. I have included my dialogue for these ten songs below.

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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## THE MASTERS CONTINUED

### The Masters

(Rhett Laubach's Spotify Playlist)

- 1. Sir Duke, Stevie Wonder** - Song written & produced to energize the room.
- 2. It's All Right, Huey Lewis & The News** - Song written and produced to make you snap your finger and put a smile on your face.
- 3. We Will Rock You, Queen** - Song written and performed for one purpose - to put the heart of a champion in you and make you want to go win something, anything... right now.
- 4. At Last, Etta James** - Song produced and sung for one reason - L.O.V.E.
- 5. The Claw, Jerry Reed** - Not many people have invented a way to play something. Jerry Reed created a new way to pick the guitar. The song and the method are The Claw. The claw is a finger-picking using all five fingers. Jerry Reed also played guitar on all the early Elvis Presley recordings.
- 6. Lenny, Stevie Ray Vaughan** - Arguably the best electric guitarist of all-time. The song and the guitar he wrote the song on are called Lenny. The music you are hearing was written by Stevie the very first time he played the guitar Lenny - which was given to him as a gift. It was instantaneous artistic creation.
- 7. Fly Me To The Moon, Frank Sinatra** - One of the most recorded and played singers of any genre and of any decade. Ol' Blue Eyes (one of his nicknames) recorded music for 60 years and he knew how to make a song sing almost better than anyone.
- 8. I Will Always Love You, Whitney Houston** - How the perfect vocal performance is supposed to sound. Her voice is a gift to every ear that hears it.
- 9. Love Me Tender, Elvis Presley** - Not many people think of Elvis as a gifted singer, but he was. Elvis was known to practice a song he was about to record by picking just 5-10 second sections and singing it over and over and over and over again. He knew that one little moment in the song required his best.
- 10. Unforgettable, Nat King Cole** - I believe Nat King Cole is the best pure singer of all-time. Listen to how he knows just what to do with his voice to make each moment in the song as rich and emotional and memorable as possible. A true master at his craft.

# RHETT LAUBACH'S LEADERSHIP ACTIVITIES

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Rhett Laubach has changed the way thousands of people across the nation think about leadership. As a professional speaker, author, presentations coach, leadership expert and owner of YourNextSpeaker, LLC, Rhett has taught leadership skills for 20 years, to one million audience members and in 48 states, the Bahamas and Canada. Rhett is also a 2014 brain tumor survivor. This experience has added a multitude of profound and powerful lessons that few presenters have the opportunity to share. Rhett's clients include students and educators in Career Tech, student council, student government, Christian organizations, athletics, administration, and service organizations. His programs are high-energy and high-impact. Your organization members will experience the full spectrum of a rich, learning environment. Rhett will move them mentally, emotionally, socially and physically. There is a reason why 70% of his clients each year are repeat clients – audiences connect with Rhett's messages and presentation style..

"Rhett knows his stuff and has strong teaching skills. You would have thought he taught in the classroom for years with many of the strategies he uses. Nice mix of fun and learning. Rhett worked with middle school and high school students and advisors from around the state, in a new city every day. He brought energy and was thought provoking. What an awesome combination!"

**Sara Nilles, Director, Oregon Association of Student Councils**

"It was absolutely the best seminar I have ever been part of. Evaluations from the participants were all excellent. At the end of the seminar they were eager to commit to do productive and far reaching goals. Because of the training, encouragement, and challenges they were eager to make some changes and strengthen Home Economics Careers and Technology programs in California."

**Nina Dilbeck, California Director of Home Economics Careers and Technology Professional Development Project**

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