

May Development Day Activities

- 11:30 – 11:45 am – students arrive in the gym and find their nametags, take a seat on the floor
- Welcome! – Thanks for joining Link Crew and helping to make your school a better place!
- Moon Ball Balloon Bounce – Give each student a balloon and have them blow it up and tie it off. At “GO” have them start bouncing their balloon without it hitting the ground. If it lands on the ground, have them leave it there. After 30 seconds or so, have everyone grab their balloon from the air. Count how many are on the ground. Next, have the students pair up and bounce their balloons back and forth for 30 seconds. Same process – count. Now, have the group circle up and keep all the balloons in the air together. After a few seconds, start adding balloons. Same process – count those on the ground.
- Take a seat and discuss: Which scenario was easiest? What was the impact of the extra balloons? What does this mean if the balloons represent freshmen? What is the role of Link Crew?
- Have students hold up fingers that represent the last digit of their phone number. Find a partner with the same number, give the person a high five and freeze this way.
- Once all students are partnered, explain partners tag. A and B – one is the WALKER, the other the CHASER; when tagged, person A turns around in place two times and goes after the other person.
- Pair up and look for another partnership – stand in frozen high five. Begin double partner tag.
- From here, have students create their groups of 8 – 10.
- Circle up – each group circles up somewhere in the gym where they can have room, but still hear and see the coordinators/
- Count off – Explain the rules: the goal is to count to 20. Students may not speak in an organized pattern or use signals. Each person must say at least one number, but no more than three. If two people speak at the same time, they must start over. World record: 1 minute, 42 seconds. Step into a group to model.

- Congratulate! (MOJO) “Now that we’ve met that challenge as a group, let’s move on to learning each other’s names.”
- Take a seat.
- Hot Handle – Starting with the person with the most buttons on their shirt, have students say their name and its significance (where it came from, what it means , or how they feel about their name). Model with my own name (ask other coordinators).
 1. Significance of names
 2. Each person states their name to the group and the group repeats their name 2 times each
 3. Students stand up, take off their nametags, and put them on the back of their legs
 4. Without talking or gesturing, students arrange themselves alphabetically in the circle (establish where “A” begins and “Z” ends)
 5. When finished, groups celebrate and do the wave. Have coordinators check with groups to see if they are in the correct order.
- Name Tag – Have the tallest person step into the center of the group. Hand out straws. Explain rules:
 1. The person in the middle calls out someone’s name, and that person must say another person’s name BEFORE the person in the middle can tag them with the straw (reinforce TAPPING with the straw).
 2. If the person gets tagged before they can say another name, they must go into the middle.
 3. You cannot touch the first person whose name you call (explain why).
 4. Students outside of the circle can pivot on one foot and cannot move that foot to get away. The student in the middle can move both feet.
 5. Model with a group.
- Congratulate! “We’ve started to get to know each other’s names and we’ve met a challenge, now we’re going to do both at the same time with this next activity.”
- Team Juggling – students stand shoulder to shoulder in the circle.
 1. Number off (begin with person with most recent birthday) and have students remember who is to their left and right. Have them hold their numbers out in front of them using their fingers.

2. Students shuffle themselves, making sure no one is standing next to the same person on either side (the number before or after their own).
 3. Each student says their name and number, beginning with #1 and going sequentially until returning to #1.
 4. Have groups sit down.
 5. Now have them say their names and numbers sequentially again, paying close attention to the people who come before and after themselves.
 6. Now, have them go through the order, saying the person's name that comes AFTER them and their number. Do this twice.
 7. Have person 1 roll a ball to person 2, then 2 to 3, and so on around the circle in numerical order, saying the person's name and number before the ball is rolled to that person.
 8. Have the groups get to their knees and do the same thing, tossing the ball GENTLY underhand. The challenge is not to let the ball drop. Pause to ask the groups what they are doing to be successful.
 9. Have groups stand and repeat the process.
 10. Add a second ball, giving it to person 4.
 11. Add a third ball, giving it to person 7 (go for 4, if possible).
- Put nametags back on!
 - BREAK -- "We've spent a lot of time getting to know each other a little more and meeting some challenges, and when you come back from break we'll have even bigger challenges waiting for you." (10 minute break)
 - Gauge time...do Life Story if time allows
 - 64 squares – Have students lay out an 8x8 grid using sheets of paper
 1. "This is a challenging activity that will totally involve your group. To succeed, you must work together. It is a fun activity, but it has some relevance to school and life. If you pay attention you will be able to see the connections between the activity, the paths you choose, and how it can affect your experiences. Let's take on the challenge together and see what happens!"
 2. Hold the map, and have the rest of the group sit on 3 sides of the board. The map holder is standing at the finish line.

3. Tell the story (See attached)
 4. Remember: Students must step on the first row of squares.
 - Students may only move to a connecting square
 - Once they've hit a dead end, they must return along the safe path, and if they step off of this path, one minute is added to their total time.
 - One a student has found the safe path, he/she must return along the safe path and lead the others to safety.
 - Student may not remove or write on the paper
 5. Demonstrate the activity, and state the work record (12 minutes, 4 seconds).
 6. Have past leaders hang back a bit ...give new leaders a chance to "figure things out.
- Questions:
 - What did you notice about this activity? (or Did you notice...?)
 - Why do you think that happened?
 - Does this happen in life or school?
 - Why do you think that happens?
 - How can we use that information?
 - Personal stories – Tie in the importance of 64 squares by asking the students to think about each row as a semester toward graduation. Stand on each row, and ask the students to come up with common things that can happen to either pull students back or propel them forward. Walk the grid, until reaching graduation.
 - What every freshman should know – use paper from life story and/or 64 squares.
 - List 3-5 most important things that a freshman should know (or that they wish they knew) about being successful in high school: Where things are, procedures, routines, tips, etc. Have them share with each other in groups and highlight the most important ones. Ask for responses from groups.
 - Partners: Explain that they will be decided upon at training, but they should be thinking about partnering with someone who complements them.
 - Rules for the Crew:
 1. Attendance is MANDATORY and they need to be prompt ALWAYS. If you miss a chunk of training, you will not get a group of freshmen.

2. Reminder of mandatory training dates and orientation.

- Closure: THANK THEM! They are a part of something bigger than themselves. They are appreciated! Do some MOJO!!!