

Objective

Allows students to reflect on their experience as a leader, how they can improve upon faults of their past, and how their faults are similar to their peers faults

Risk Level: Intermediate

Cautions: Inform the group that what is read within the group stays within the group and for them to be honest within their answers to the questions

Description: Students will be given statements to answer on a sheet of paper regarding their experiences as a leader and these answers will be read, anonymously, after they crumple them up and throw them at the center of the room

SCM: Change, Consciousness of Self

MSL Theme:

Time: 30-60 Minutes

Materials: Leadership Snowball Toss activity Sheet, One sheet of paper for each participant, writing utensils for each participant

Preparation: Review of the activity and an understanding of the importance of the debrief facilitation

Instructions

1. The facilitator will explain that this activity requires individuals to be honest with themselves, as well as their fellow peers so they can get the most out of this activity.
2. The facilitator will explain that: a series of statements will be read and that each student will be asked to write down their answers on a sheet of paper provided.
3. Inform the students that they need to write legibly so that their handwriting can be easily read.
4. Once they have written their responses, instruct the group to crumple up the sheet of paper into a "snowball."
5. Once all of the snowballs are ready, tell them to throw their snowballs into the center of the room (set up a target if you want)
6. Once the last snowball has been thrown instruct them to stop and pick up one of the snowballs because they will take turns reading aloud what has been written.
7. Make it clear to the group that they should in no way reveal the author if they know who it is, even if it is their own.
8. After the statements have read instruct the group that they will be taking a moment to process the activity. Explain that they should, "Take a minute to consider what they have just hear. Think about the new information." (PAUSE)
9. After they have had a few minutes to reflect, ask them to consider the times when they heard a person's responses that were similar to their own and as if anyone would like to share their thoughts or reactions to this exercise.
10. After the period of sharing has occurred, ask the debrief questions that have been attached to this activity.

Follow Up: Facilitate the following questions:

What trends did you recognize in your responses?

(Encourage students to use "I" statements)

What trends did you recognize in your responses of others?

(Encourage students to speak to trends, not to place judgment or make assumptions about those trends)

What is this activity about?

What are your initial reactions/feelings about this activity?

How did it feel to look around the room at the end of the exercise?

How do you feel about where you ended up in relation to where others were at the end of the exercise?

Facilitation Statements

- Indicate if you have ever argued with a member of your student organization or staff and what it was about.
- Indicate if you accept constructive criticism well or if you know how people feel about you and you ignore it.
- Indicate if it is important to you to always follow through with what you say you will do or if you operate by a “things will come up” mentality and don’t get upset when a person is unable to follow through
- Indicate if you believe we live in a “post-racial” society or if you think it is important to acknowledge a person’s ethnic or racial identity
- If you can, list examples of how your commitments have been evident in your actions. If you cannot list your commitments, indicate why you might think that you cannot
- Indicate if you have collaborated with another organization or office on an event or if you had not considered collaboration with others on your events or initiatives.

Any other statements you feel are appropriate to include may also be added.

Notes:
