

The Leader Line

Topic: Developing a reference for leadership and responsibility.

Essential Question: Who do you want to be when no one is watching?

Materials:

- A space outside or inside where a defining line is available. For example a curb and sidewalk, grass area and cement, a line embedded in the floor covering design, or use masking tape.

Group Size: 15-30

Time Needed: 30-45 minutes

Directions:

- 1) Take your group to the designated line. Have them stand facing you shoulder to shoulder, with their feet behind the line.
- 2) Discuss the rules; they are not to move unless you have given them directions to do so. There are only two moves- behind the line and in front of the line. Practice this with them, you say “behind” — “in front.” They are to jump quickly from one position to the next. Make sure you mix up the positions frequently. If you see them jump to the wrong position they are out and will go stand behind you and face away from the group.
- 3) Begin the activity. Make sure you are watching them closely and acting like a drill sergeant. If they flinch call them out.
- 4) Continue to play until there are only one or two people remaining.
- 5) You can play another round if time allows.
- 6) Second round you will tell the group the same rules apply but this time you will be facing away. You will not be watching them if they flinch or do the wrong thing. They will be responsible for getting themselves out. Announce to the group that they may not call each other out either. No ratting or reporting.
- 7) Play until only one or two players remain.

Gum Chewing: What – So What - Now What

What?

- How did the first round go?
- Which round did you like best and why?
- Was I able to catch everyone in round 1 and 2?
- Was everyone honest in round 3?
- Did some people go to the “out” area when they moved incorrectly? Why do you think they did that?

So What?

- Which round do you think I like best and why do you think that?
- Who are you in charge of in the classroom?
- What’s your job when other people are/are not doing what they have been asked to do?
- What’s it like when teachers (adults) are watching for you to mess up all the time? How well do you like it?
- How would it be different if adults found ways to celebrate when you are doing what you have been asked to do?

Now What?

- What are some ways that you can show leadership in this classroom—in the school?
- How good are you at being in charge of your behavior? If you want to get better at being in charge of yourself, what might you try?
- How can we remind one another if we are not taking charge of our own behavior?