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HOSA/Health Science Leadership Activities

- [83 Leadership Activities. Building Games, and Exercises](#)
- [35 Teen Leadership Activities and Games](#)
- *How NOT to Handle the Situation -*
Participants are asked to write a one-paragraph of a work situation in a clinical setting that is not going well. Number the papers consecutively. Divide class into two groups. Give one team half of the posters, and the other team the other half. Ask them to work together to discuss and select the type of leadership style that would be least effective in solving the problem. On a large poster paper students in each group will list the paragraph number, their selection for least effective leadership style and why. Switch paragraphs and have groups review and decide on leadership style that would be least effective and list on their sheet.
Discuss the scenarios and decisions by group. When the choices do not match, discuss as group.
- *Silent Line-Up -*
Participants are not allowed to speak to each other but may use hand signals. They are to line up in alphabetical order by their middle name. When the line has formed, they are to call out their middle name to see if they have it correct. You could use month of birth or height.
- *Team Building -*
Equipment:
 - Toothpicks
 - Newspapers
 - Uncooked pasta
 - Wooden blocks
 - Items of your choiceTeam members should build a freestanding structure from the supplied items. The goal is to build the tallest freestanding structure.

○ *Building Consensus –*

Equipment:

- Counted candies of your choice
- Clear jar
- Label for # contained

Count and place candy such as M&M's in a clear jar. Place the number on the bottom of the jar. Divide the class into pairs (2 members). They are to discuss and come up with their best guess on how many candies are in the jar. Write that answer on their paper. Join with another pair and again discuss and reach a consensus on how many are in the jar and write on their paper (4 members). Join two groups to discuss and reach a consensus (8 members).

Have groups check the bottom of jar and compare their answer to the correct answer.

Discussion ?'s

1. What was the change in the number of candies as the activity moved on?
2. How close was your first guess to the number of candies in the jar?
3. How close was your guess with 4 members?
4. How close was your guess with 8 members?
5. Was the guess closer with an increased number in the group? If so, why?
6. How was the decision-making process different as the group size changed?
7. What size group did you find most comfortable to work with? Why?

○ *Choices –*

Equipment:

Deck of playing cards

Have all the students stand. They are to say red or black in their prediction of what the first shown card will be. The participant should tell the person beside them what color they select. Cut the deck of cards and hold up the card. If the participant was correct, they remain standing. Those incorrect are seated and are no longer selecting a color. As the number decreases you can have the participants call out their prediction. Continue until you have a winner.

Discussion ?'s

1. Was there anything in the activity that helped you make good choices?
2. In the activity what happened if you made a wrong choice?
3. Think of a time in "real life" that you had to make a decision with options.
 - a. How did you make the decision?
 - b. Who can you ask for support when making decisions?

○ *Newspaper Fashion Show –*

Equipment:

Old newspapers

Duct tape (for each group)

Divide the students into groups. They are to design clothing from the newspaper and duct tape on one of the group members. Give students 15 minutes to complete their design. Have a fashion show with one member of the group describing the outfit.

○ *Leadership Quote Match Up* -

Post numerous leadership quotes around the room. Have students stand in front of the quote that most speaks to them. Have the students explain their choice.

○ *Values Clarification* -

Equipment:

Four signs for room- agree, strongly agree, disagree & strongly disagree

Values Clarification statements such as:

- The death penalty is acceptable in some cases.
- I think the legal age to drink should be eighteen.
- I would be able to work with terminally ill children for a career.
- My career will reflect my desire to have a high income.
- I would raise my children in the same manner my parents raised me.
- I would not do it, but I have no problem if my peers cheat on tests.
- I plan to live in this area throughout my life.
- It is important to me that I am popular with my peers.
- I believe peer pressure is the strongest influence on teens today.
- Lack of family values is responsible for the crisis in America today.
- Men and women are more alike than they are different.
- Free speech is a critical foundation to a fair society.
- Technology is getting in the way of our ability to communicate face to face.
- Teenagers spend too much time on screens.
- Professional athletes earn too much money.
- It is impossible to have a happy family life & a successful career.

Students are asked to stand and go to the sign that most expresses their belief on the statement. Pick a few students after each statement to share why they selected the sign for that statement.

○ *Survival Games* -

Two online that have ratings:

https://insight.typepad.co.uk/moon_landing.pdf

https://insight.typepad.co.uk/lost_at_sea.pdf

○ *Compliments* –

Pair students in a creative way trying to assign them to someone they do not know. Ask the pairs to have a one-minute positive conversation. They are to share with partner compliments and positive things they noticed.

Discussion Questions:

1. How did you feel receiving a compliment?
2. How did you feel giving compliments?
3. What happens when we only focus on negative traits?
4. Why is it important to embrace positive traits of others?