

Progression and Sequencing of Community Building

Progression and sequencing are important for community building activities. To maximize potential, activities should build upon each other. Choose activities that fit your students and their level of group development. Progression and sequencing of activities should be used in a single class period as well as over the course of the semester. Once a higher level of activity has been reached, it may or may not need to be repeated. This will depend on the class' development, needs, or progress. Activities build in the following order:

- **Introductions** – Allows all students the opportunity to speak about the simplest components of themselves, breaks initial barriers to communication
- **Name Activities** – Activities that assist the class in learning each other's names. It is helpful to connect their name to an action, dance move, favorite snack, etc.
- **Name Challenges** – Activities in which students must recite names on the spot – provides incentive to remember names (Sheet Drop, Ball-Toss Name Game)
- **Get to Know You Activities** – Simple activities that begin to reveal aspects of a person, such as things that require stating favorite foods or activities. Activities help establish connections to others with similar interests (Lifelines, Concentric Circles, Move your Butts)
- **Icebreakers** – Once the group has reached a level of comfort with names and each other, icebreakers can be used to get the group moving, make the group more comfortable with one another, to refocus the group, or to introduce certain topics.
- **Team Builders. Initiatives** – Activities that require the group to work together to solve a problem. Lessons can be drawn from these activities that can be applied to classroom learning.
- **Boundary Breaking Activities** – Activities that require personal disclosure and may cause questioning of self or values. Students need to feel supported and safe, and groups must be well developed, to participate in these activities. The facilitator must be comfortable with facilitating and processing the activity and managing potential emotional distress.

Tips for Success

- This is not just a check-list to complete. Each group of activities can be used multiple times depending on your desired outcomes. Some groups may never participate in the highest level of activities. Use activities that meet your students' needs or the topic being addressed.
- Ensure that the group is comfortable with one another before introducing activities that include touching, invasions of a student's personal space, and/or personal disclosure.
- Activity suggestions are available throughout this chapter, in our instructor online resources, and on various websites, such as Building Dynamic Groups from The Ohio State University Extension (<http://www.ag.ohio-state.edu/~bdg/>).

Introductions

Pair & Share:

Instructions

- Students pair up and ask questions in order to get to know each other better. They will then introduce their partner to the rest of the class. Instructors can suggest questions for students to discuss while also encouraging them to be creative and come up with their own.
- Examples:
 - What is your happiest memory?
 - What is the best concert you have ever been to?
 - If you could choose to do anything for a day, what would it be?
 - If you could vacation anywhere, where would it be?

Yarn Ball:

Materials

- A ball of yarn and a clear area in the middle of the room in order to form a circle

Instructions

1. Clear out the middle of the room and form a large circle.
2. An instructor will explain how the activity works by demonstrating. He/she begins with a ball of yarn and says his or her name, where they are from, what they plan to major in, where they live on-campus, and two things they like to do.
3. Then, holding on to the end of the string, pass the ball across the circle to another person. It would be a good idea to begin with someone standing across the circle in order to discourage passing it to the individual on the immediate right or left.
4. Ensure that each person has an opportunity to participate and pass the ball on.
5. At the end of the activity, the circle should resemble a giant web. Remember to emphasize that as the ball of yarn is passed on to others, each member should hold on to the end. Use this occasion to discuss how each person is important to the success of the class and that you've just started making connections.

This activity can also create a sense of closure for the students' Hullabaloo U experience.

1. An instructor will explain how the activity works by demonstrating. He/she begins with a ball of yarn and answers two questions:
 - a. Which activity have I enjoyed the most in Hullabaloo U?
 - b. What is one important thing that I have learned in Hullabaloo U?

2. Next, the instructor should pick someone in the circle and explain how that one person has influenced him/her, even if it is in the minutest manner. Then, holding on to the end of the string, pass the ball across the circle to that person.
3. Ensure that each person has an opportunity to answer the questions and pass the ball on.
4. At the end of the activity, the circle should resemble a giant web. Remember to emphasize that as the ball of yarn is passed on to others, each member should hold on to the end. Use this occasion to discuss how people influence others as well as the connections that have been made throughout the semester.

Name Activities and Challenges

Name Aerobics Action Name Game/Dancing Name Game

Instructions

1. Each student must come up with an adjective to go along with his/her name. Preferably, it is an adjective that describes something about him/her. (For example: clapping Carrie, exercising Erin, swing-dancing Susan, etc.)
2. Stand in a circle. Have the first person say his/her name and adjective and then do a motion that matches the adjective. Beginning with the second person, they say the first person's name and adjective and do the motion, then say his or her name and adjective and do a motion. The third person says the information and does the motion for the first and second person, and then their own information, and so on.
 - Ex. Person 1: I'm clapping Carrie
Person 2: You're clapping Carrie and I'm exercising Erin
Person 3: You're clapping Carrie, you're exercising Erin, and I'm swing-dancing Susan

Variation

- Call out your name and perform a dance move of your choice. Then each new person introduces all of the people who came before him or her mimicking their dance moves and adding their own dance move. Once everyone has performed, your class has its own dance performance!

Ball-Toss Name Game:

Materials

- Ball

Instructions

Basic:

1. Stand in a circle. Go around the circle and have each person introduce themselves.
2. After everyone has stated their name, call someone's name and toss the ball to that person.
3. The recipient must then call someone else's name and toss the ball to that person.
4. Repeat until everyone in the circle has been tossed the ball once.
5. Instruct them to remember to whom they threw the ball.

Advanced:

1. Have the group toss the ball around the circle in the original order again. Make sure people throw the ball to the same person they did the first time around, continuing to state that person's name.
2. Add a second ball and third ball so more than one ball is being thrown at a time.
3. Throw the ball in reverse order. Start with the last person and go backwards.
4. Rearrange the circle. Have the students stand somewhere different in the circle, but continue to toss the ball in the same order.

Blanket Drop:

Materials

- Large Blanket or sheet

Time Required

- 20 minutes

Instructions

1. Break the students into two groups.
2. Have both the peer mentor and instructor stand between the two groups and raise a blanket in the air, so neither team can see the other team's members.
3. Have one person from each team approach their side of the blanket. On the count of three, the facilitators will drop the blanket, and the players will have to try and say one another's name. The first person to do so wins and takes the other person back to their team. When the game has ended, the team who has the most people wins.

Variations of these activities appear in a variety of sources. Original source unknown.

Ice Breakers & Get to now You Activities

Tru Dat:

Instructions

Gather participants in a circle facing inward. Explain premise of activity as such: Each person will have the opportunity to introduce themselves to the group and make a declarative statement (For example: I love apples. The Chicago Cubs are the best team in baseball. I'm excited for the football game this weekend. I really enjoy skiing). After a participant has made their statement, everyone else in the group has the opportunity to agree. If a participant agrees with the expressed statement, they step forward into the circle, raise their hand, and shout "TRU DAT!" If a participant feels especially confident in their agreement, they step forward; raise their hand, and shout, "TRU DAT, DOUBLE TRU!" Introductions and statements continue around the circle until everyone has had the opportunity to share.

Question Ball:

Materials

- Large ball (beach balls work well) with questions printed on it.

Instructions

1. Have the students sit or stand in a circle.
2. Start by holding the ball, stating your name (if early in the semester), picking a question, and answering it. When you are finished, roll/toss the ball to someone else in the circle.
3. When they receive the ball, the question on top is the one they have to answer (after stating their name).
4. Have this student roll/toss the ball to another class member, etc.
5. If this game is played early in the semester, have the students call out the name of the person they are rolling the ball to, to learn names. When the person receives the ball, have them state their name before answering the question.

Two Truths and a Lie:

Instructions

1. The group members must pick three facts about themselves (characteristics, significant events, accomplishments, etc.) to share with the group.
2. Two characteristics must be true, while the third one is false.
3. After an individual shares his/her three things with the group, the group must then guess which of the three is not true.
 - Ex. I have traveled to four countries (truth)
I love to run (lie)
I want to learn to ride a motorcycle (truth)

Note Card Activity:

Instructions

1. Give students a note card and tell them to write down three interesting facts (characteristics, significant events, accomplishments, etc.) about themselves. They should not write their names on the cards.
2. When they are finished, collect the cards.
3. Begin each class period by reading one of the cards and having the class guess whose card it is based on the facts.

Color-Coded Candy Game:

Materials

- A bag of candy with several different colors of individual pieces (M&M's, Starbursts, Skittles, etc.)

Preparation

- On a sheet of paper, list get-to-know-you type questions
 - Ex. What is your favorite food?
 - Why did you come to Texas A&M?
 - Do you live on or off campus?
 - How many siblings do you have?
 - What do you like to do in your free time?
 - What is your favorite subject in school?
 - What student organization do you plan to join?
 - What is your major?
- Assign each question a color, but do not let the students see this list prior to selecting their candy.

Instructions

1. Allow each student to pick a couple of pieces of candy before you explain the activity. Tell the students not to eat the candy.
2. Explain that the color(s) they chose corresponds to a question and then allow them to go around the circle and answer the question(s). After they have answered, they may eat the candy.

I Have a Link

Purpose

- This exercise gives students the opportunity to see the things that they have in common.

Instructions

Version 1:

- Split into small groups of four-six people. Have each group list as many things as they can that they all have in common. Let them report back to the rest of the class.

Version 2:

- Get the whole class involved! Start off by having your class sit in a circle. Stand and begin talking about yourself, telling your name, major, etc. Once someone else has something in common with you, they should stand up and shout, "I have a link!"

They then give their name and start describing themselves. Then someone else will stand when they have something in common with the second person. This continues until everyone in the room is standing. The only rules are that a connection, such as the same major, cannot be repeated twice. Additionally, everyone must say their name before they start talking about themselves. Lastly, if two or more people jump up at the same time with the same connection, the person talking about themselves must choose who gets to go next. Let students know that they can talk about things they like to do, favorite movies, music, television shows, etc.

Version 3:

- As a class, list things that the whole group has in common.

Move Your Butt:

Instructions

- Stand in a circle, with one person in the middle. The middle person says something that applies to themselves, but may also be true for others in the class (i.e.; If you are an only child, move your butt, If you live in Patterson, move your butt). Everyone who has that trait in common with the person in the center scatters to fill an empty spot in the circle. The person who can't find a spot becomes the person in the middle.

Mingle, Mingle, Mingle:

- This activity is designed as an ice-breaker to help individuals in a new group quickly learn a little bit about each other.

Time required

- 15-20 minutes

Materials

- Index card for each participant
- Pen/Pencil for each participant

Instructions

1. Give each participant an index card
2. Instruct students to write a question on their index cards. It may help to suggest only writing a question the author would be comfortable answering. Creativity should be encouraged. Some sample questions:
 - If you were invisible for a day, what would you do?
 - What is one thing you enjoy that no one would ever suspect?
3. Then have the participants "mingle" about the room. There is a mingling song – Mingle, Mingle, Mingle – or you can use a timer and give students approximately 10 seconds to mingle and move around the room.
4. Once you stop the song (or timer), they should introduce themselves to the person closest and ask one another their questions. Once each question has been answered, the partners switch questions.
5. Start the song again and repeat the process several times.
6. After the game, suggest that participants recall the best questions asked. You might have a small prize for this. Ask them how they are feeling now.

Paper Plate Date:

Materials

- 1 paper plate for every student in your class

Goal of activity

- One-on-one discussion between students

Preparation

- Number each plate from 1-12 like a clock (12 at the top and 6 at the bottom)

Instructions

1. After you pass out the plates, you give the students a few minutes to set up “appointments” with one another. For example, if I’m Katharine and I want to meet with Michelle at 2 o’clock, I should write down “Michelle” next to the 2 on my plate and Michelle should write down “Katharine” next to the 2 on her plate. You may have to help students make sure they fill in all their times or if you have an odd number of students, 3 students may need to meet together. Encourage them to meet with people they don’t already know.
2. After they have set up their appointments you will call out each time starting with 1 o’clock, then the students will meet with their 1 o’clock person they have written on their plate. Give them two or three minutes to discuss each topic and then move to the next appointment time until you’ve covered all the times.

Get to know you . uestions:

- a. At a baseball game . . . peanuts or popcorn?
- b. Everyone has a favorite movie, what’s your least favorite movie?
- c. What was your first car?
- d. Soda or pop?
- e. How do you tell time? A watch, a cell phone, ask a friend. . .
- f. What was your best Halloween costume?
- g. What’s your favorite ‘80s rock band?
- h. TV show you hate to admit you love.
- i. What color crayon are you?
- j. Cats or dogs?
- k. Favorite holiday.
- l. Do you have a stupid human trick?

Who's Who Bingo:

- This is a great activity to get students up and moving, and to get them to know a little more about each other. It is also a great way to begin to understand the diversity of the class. It’s important to make sure students mingle for this exercise: people have a tendency to talk only to one or two people. The purpose is to talk to as many different people as possible.

Time required


- 20 minutes

Materials

- Bingo game boards for each student (sample included)
- Prize for the student with the most items

Instructions

1. When handing out Bingo sheets, remind students the purpose is to get different names. They can only have each person sign their card once.
2. Pass out Bingo cards face down. Wait until everyone has received a card and has a writing instrument ready. Start the time when they flip their cards over.
3. State a type of Bingo the students must try to get (four corners, diagonal, etc.). Students fill their squares by getting students who meet the criteria to initial them.
4. When the winner is announced, have them introduce everyone who initialed one of their squares.

Has lived in Texas all their life	Has traveled to another country	Considers themselves a member of a minority group	Lives at home	Hometown is more than 300 miles away
Likes to dance	Considers themselves a good writer	Is majoring in math or science	Played on an athletic team in high school	Has never been to a college football game
Plans to join a fraternity or sorority	Was born in another country		Plays a musical instrument	Speaks another language
Has more than three brothers and/or sisters	Knows all the words to the Aggie War Hymn	Lives on campus	Is still deciding on a major	Has a pet
Participated in volunteer activities in high school	Plays a musical instrument	Has <u>no</u> former friends at Texas A&M	Is the first in their family to go to college	Is currently working while attending Texas A&M

Self-Disclosure Activities

Lifeline Activity:

This activity allows students to introduce themselves and their life stories leading them to Texas A&M. They can disclose as much personal information as they are comfortable sharing and may reveal things about themselves that allow for connections to be made with other classmates. They also may reflect upon their lives, good and bad, and assess where they are now.

1. Instruct students that they will be telling the story of their lives, using visual representations. They may choose to present their lives in the form of a timeline, a PowerPoint presentation, decorate a CD cover and select songs which they feel represent them or they strongly identify with, create a photo collage, or however else they choose that best reflects their personalities.
2. Typically, students choose to prepare a poster board to present to the class. They often include pictures and drawings. Students should include their names on the lifeline, as well as monumental events that took place, like the birth of a sibling, a car accident, graduating from middle/high school, coming to college, etc. Each student's lifeline should end with their arrival to Texas A&M – it demonstrates a commonality between the students.
3. Presenting the lifeline is a key component of this activity. Students should each have a turn speaking in front of the class, should be given ample time to present and elaborate as much or as little as they wish, and should receive validation for their lifeline via clapping and questions from the rest of the class.
4. It is often helpful for the instructor and/or peer mentor to demonstrate their lifeline when assigning the activity. This allows students to have a visual understanding of what the activity entails and reminds the students that the instructor would never assign something that they don't think is important. If the instructor and/or peer mentor does go first, keep in mind that they are setting the tone for the rest of the lifeline presentations. They set an example of how quickly students should present, how much detail should be shared, and a standard of quality in the work.

Life in a Can/Life in a Box:

Instructions

Find a can with a lid (a Pringles potato chip can works well) or shoe box depending on how challenging you want to make the activity. Put in the can things that represent you. A toy bike if you love to cycle. Put in pictures of your family and friends.

Presentation guidelines are the same as Lifeline (see points 3&4 from previous activity)

Five Minutes of Fame:

- This activity is designed to allow your students to get to know the “hidden” side of one another, the sides they don’t often get to see in a classroom setting. The end result is a class who has a great respect for one another and their (sometimes hidden) talents and interests!

Time required

- 5 minutes at the beginning of class for each student.

Materials

- Signup sheet for the dates during the semester students will present. Be sure to have enough dates for each student in your class. You can always double up on some days.

Instructions

1. Explain the ground rules:
 - a. Each student will prepare a 5-minute presentation on something they are especially interested in, talented at, or just know a lot about. (A few examples include musical talent, athletic interest, collections, pictures of hobbies, etc.)
 - b. They must bring some kind of prop to demonstrate or illustrate their interest.
 - c. They should entertain questions from the group once they have completed their brief presentation.
2. Pass around the sign-up sheet.
3. You might want to remind students when their presentations are coming up.
4. You should also consider doing a Five Minutes of Fame yourself!

The Story and Soundtrack of My Life

Imagine a book is going to be written about your life up to this point. Create a cover for the book, along with a table of contents. Choose a title for your book that speaks to you—what you believe, how you feel, and how you see the world. Then create a table of contents with 10 chapters. Each chapter title should relate to a key event in your life; then choose a song title, lyric or a quote from another source to illustrate that event and go along with that “chapter” in your book. Decorate your book cover and table of contents any way you choose. Everyone will give a brief, informal presentation about their book to the class so that we may all get to know each other better. **BE CREATIVE AND HAVE SOME FUN WITH THIS!**

Group Check-in Activities

The following activities are useful ways to gauge what is on the mind of our students and develop group cohesion. These activities can be done as a large group, in which each student reports; shared with a partner; or utilized in small groups; depending on the time constraints and goals of the class.

Ask students to start a sentence with the phrase:

I gotta tell ya...

I hate it when...

People think I'm cool, but...

I'm embarrassed to tell you...

Today I am feeling...

I've got news for you

If I win the Powerball Jackpot

Blood Sweat & Tears – Encourage students to tell stories about strange things they have experienced or heard about that involve blood, sweat, and/or tears.

Cell Phone Icebreaker – Ask students to find the first person in their cell phone contacts whose name starts with a predetermined letter. Ask students to share how they know that person.

Challenging or Unexpected – Ask students to report if anything challenging or unusual has happened to them, one of their friends, or someone they know, in the past week.

Current Events – Either bring in a current event, or ask students to suggest current events for the class to discuss. For example, when the lottery is particularly high, ask students to share what they would do with the money if they won, and why.

Hashtag – Ask students to describe their week using a hashtag phrase, for example, “hashtag worst week ever” or “hashtag TGIF.”

Hat Chat – Ask students to write something that they are struggling with on a small piece of paper and place it in a hat. Draw one at random and facilitate discussion with the class about the issue.

High, Low, Change – Students share the highlight of their previous week (High), the low of their previous week, and/or something they plan to change in the upcoming week.

Rant Wheel – Create a digital wheel (<http://wheeldecide.com/>) and include topics that students can rant about such as food, roommate, parking, classes, etc. Spin the wheel a few times and open the floor for students to share negative and positive thoughts regarding the selected topic.

Roses, Buds, and Thorns – Students share the highlight of their last week (Rose), challenge of the last week (Thorn), and thing they are most looking forward to (Bud).

Share the Love – Using a bowl of Hershey’s Kisses, students choose one and share an experience in which they either did something kind for someone, had something kind done for them, or witnessed an act of kindness that week. (If there are 3 wrapper colors, colors can be assigned to an act of kindness).

State of First-Year Students – Ask students to report on what is happening with them and their friends on campus. What are they excited about? Stressed about? Confused about?

Sweet & Sour – Students take a candy from a bowl. If the candy is sweet, students share a positive thing that has happened in their life; if it is sour, they share something that has been a challenge.

Thumbometer – For a quick check-in, ask students how they are doing by displaying their feelings with a thumbs-up for positive, thumb-sideways for mediocre, or thumbs-down for negative.

Twitter Follow – Ask students to think about the different people/accounts they follow on Twitter and share which one is their favorite.

Weather Emotions – Ask students to share how they are feeling that day by choosing the most appropriate type of weather and explaining why they chose it.

Weird Weekend Stories/You Won’t Believe What I Saw This Weekend – Ask students to share odd, unique, or strange stories from the weekend.

You May Think I’m Cool, but – Ask students to take turns finishing the statement. Encourage them to share something funny or surprising about themselves.

Team Building/Boundary Breaking Activities

Wheel Within A Wheel/Concentric Circles:

- Wheel Within a Wheel is an exercise designed to help students meet several other classmates and create energy in the classroom.

Time required

- 2 minutes per question

Materials

- Topics/questions

Instructions

2. Have half your students form an inner circle in the center of the room, facing outward.
 - *If circles are too cumbersome for your classroom, you can do the same exercise by asking students to pair up with a different partner for each topic.
3. Have the other half form an outer circle, facing the inner circle.
4. Explain the rules: The inner circle will stay seated (or still if standing) throughout this exercise. The outer circle will rotate to the right, one person at a time, for each part of the activity. Each time students get to meet the next person in front of them, give them a topic to discuss with each other. Students will have about two minutes to introduce themselves and share their thoughts on the topic, and then they will rotate to the next person.
5. Read the first topic and let the students begin.
 - What do you consider to be one of your biggest accomplishments in life?
 - What person have you affected in a positive way? How?
 - What goal have you achieved that you found particularly difficult?
 - What person has most affected your life in a positive way? How?
 - What do you consider to be your most positive personality traits?
 - Add your own...

Share Time:

- Share Time is a great way to open up an issue for discussion. These discussions can range from topics in the media, to academic topics, to topics relating to any issues your students are experiencing, such as troubles with class, relationships, keeping in touch with hometown friends, etc. Share Time can be used anytime throughout the semester.

Materials

- List of possible questions

Instructions

1. Have students sit in a circle on the floor, and begin discussion. Depending on the issue, it may be good to set some ground rules, such as no interruptions, everyone speaks, etc. Remind students that whatever is said will not leave the room.
2. There are many ideas for these discussions:

- Have a situation box. Students can write down ideas that they would like to discuss but do not want to bring up. They can write them down, put them in a box and the instructor or peer mentor will bring up the question to the class.
- High/Low of week
- Families and relationships
- Alcohol use
- Current events
- General venting or concerns about life at Texas A&M (this is particularly good after the first week or so)

Building Your House:

Instructions

Everyone “builds their house” by writing answers to these questions or by creating a piece of artwork representing their house.

- Foundation – What are your morals, beliefs, traditions? What do you stand for?
- Walls – Who is your support team?
- Front Door – Who has “opened a door” for you, given you an opportunity?
- Windows – Where will you be in 5 years or after graduation?
- Chimney – How do you let off steam, decompress from stress?

Boundary Breaking:

- Boundary Breaking is a group interaction experience that encourages community building. This exercise aims to speed up the process of becoming aware of others. Questions used encourage more than superficial interaction. This exercise also encourages and reinforces the skill of listening.

Time required

- 1 class period

Materials

- Boundary Breaking Questions

Instructions

1. Have the students sit in a circle on the floor, as all persons should be in view of all group members.
2. Most students feel comfortable when people share information about themselves freely and feel uncomfortable in groups when people refuse to share information. Over time, classes often develop a sense of community, but with encouragement, this process can be accelerated.

Facilitation Instructions

1. The leader must present a serious face in introducing and conducting Boundary Breaking. Be especially careful of side conversations and jokes. Don’t be afraid to share information about yourself.
2. It is important that the leader encourage students to give honest answers, to express sincere feelings, and to respect the thoughts and feelings of others. One joker will ruin this experience for all. Laughs, funny answers (when truthful and sincere) are delightful

and natural expressions. These can also be defense mechanisms that hide us from others.

3. Do not explain the questions. Simply read the question again if asked for an explanation. Ask students who speak softly to repeat answers so all can hear.
4. Read these instructions to participants:
 1. Each person is to answer all questions.
 2. You may pass while you think, but we will always come back to you. (Leader may wish to appoint a helper who keeps track of people who pass).
 3. No one is allowed not to answer.
 4. "I don't know" is not an answer.
 5. We are here to listen.
 6. We are not here to debate.
 7. We are not here to disagree.
 8. You may not comment on the answers of others or ask for explanations until the end.
 9. The key word is listen...listen...listen.
 10. I will read a question, and the person to my right will answer then the next person and the next...until everyone has answered the question. I will then read another question and the second person to my right will begin. Everyone will have the opportunity to answer first.
 11. Don't repeat the answers of others unless it is truly what you wished to say. (If students say "same as him/her," ask them to state the answer in their own words).
 12. You may give any answer you wish, but answers must be honest and truthful. I request your sincere thoughts and feelings.

Breaking Boundary Questions

(May be presented in any order)

1. What is your favorite "toy" at this point in life?
2. What is the title of the last book that you read?
3. What leisure time activity pleases you most?
4. What is the greatest problem in the United States today?
5. What is the best regular program on television?
6. If you could smash one thing and only one thing, what would you smash?
7. If you could travel to any place in the world where would you go to first?
8. What emotion is strongest in you?
9. What do you think people like in you the most?
10. What do you think people like in you the least?
11. Who has most influenced your life?
12. What would you like to be talented at that you are not at the present time?
13. What TV advertisement bothers you the most?
14. What one day in your life would you like to live over?
15. What delights you most about being at Texas A&M?
16. What is your strongest fear about being a college student?

17. If you were shipwrecked on a desert island, what one item would you most want to take (You cannot take electronic entertainment, e.g. radio, TV, or a friend)?
18. If you could have a dinner conversation with anyone alive today, who would it be?
19. If you could build one thing, what would you build?

Reflection Questions on Boundary Breaking Activity

Answer the following questions as you think about the experience of the last half hour.

1. What answer (yours or others) surprised you most?
2. I want to know more about _____'s answer.
3. This group...(complete the sentence)
4. I promise this group...(complete the sentence)
5. How do you feel now?

Leader should thank the group as an ending to this exercise. Groups often physically relax during the game, and the leader might note the success of the experience by calling attention to body positions. Invite people to ask questions, find someone they want to know better, etc. as class ends.

Possible follow-up assignments:

- Write a reaction to the exercise. What did you notice about yourself during the event?
- Write a reaction paper about friends. How do you pick your friends? What defines a good friend? Do you initiate friendships or wait to be picked as a friend?
- How did high school change you?
- Who will influence you most during your college years and why?

Variations of these activities appear in a variety of sources. Original source unknown.

Closure Activities

Peer Affirmation Exercises:

- SIS/SOS (Strengths I See/Strengths Others See)
 - Give each student a large piece of paper (about poster board size). Direct them to write their name at the top. They should also draw a line down the middle creating two columns. The column on the left should be headed “SIS” and the column on the “right” should be headed “SOS”.
 - In the left column, students should write the strengths and qualities that they see in themselves.
 - Then each student should hang his or her poster on the wall around the classroom. Each student proceeds to walk around the room writing on or signing the posters of their peers. Students should write the strengths they see in a person in the right column of their poster. If the student sees a strength in the left and/or right column with which they agree, they should initial next to it.
 - Once everyone has made it around the room and had a chance to add to every poster, students can go and look at their own poster.
 - Discuss what it feels like to have your peers recognize personal strengths and what the experience was like.
 - A variation of this activity is to make a poster for every student in your class with “I had fun with _____ in class this semester because...” on the top. Let students go around the room and finish the sentence on each of the posters.
- Write notes to your students or have students write notes to each other sharing memories, compliments, best wishes, etc. If you like, attach them to a small goodie bag.
- Give awards to each member of your class. These can be humorous, serious, superlative, etc. For example, you could give an award to the student who is mostly likely to wear pajamas to class every day. Students may enjoy creating awards and then nominating others for them, so consider involving them in this activity.
- Create a class yearbook. Each class member creates a personal page with at least one picture. Collect each student’s page and then copy and bind them. Pass them out before or on the last day of class so that students can sign each other’s yearbooks.

Keeping in Touch Exercises:

- Create a class directory and/or let students each create business cards to exchange in class.
- Create a Facebook group and post questions regularly in the spring.
- Arrange a class reunion for the spring semester. Attend a free college sporting event, have a picnic on the Horseshoe, all go out to a movie together, etc.

Self-Reflection Exercises:

- Ask students to write a newspaper headline describing their first-semester experience, their experience in Hullabaloo U, how they have changed, etc. Each student should then share their headline and explain its meaning.
- Have students complete sentence stems, either verbally or in writing. Some example sentence stems include:
 - This semester I learned...
 - My favorite part of my first semester at Texas A&M was...
 - One way I have changed/grown this semester is...
 - I have been successful this semester by...
 - If I could do this semester over again, I would...
 - One piece of advice I would give to next year's incoming students would be...
 - My favorite part of this class was...
 - My least favorite part of this class was...
 - I will use what I learned in Hullabaloo U next semester by...
 - As a result of this class, I...
 - If I could change one thing about this class it would be...
- Have students take pictures that represent their five favorite things about the semester. Create a "gallery" in your classroom by having each student post his or her pictures on the wall (clustered together) and then walk around the room as each student shares the meaning of their photography.
- Place an essay question on the final exam that asks students to reflect on their first semester or their Hullabaloo U class. An example question include:
 - I would like you to do an evaluation of yourself in relation to this class. Please answer the following questions, not necessarily in the given order. Please feel free to add anything else you would consider appropriate to help me understand how this course went for you.
 - How has your approach to college changed as a result of this course?
 - How has your attitude or feeling about college changed?
 - How do you feel you have changed during the semester?
 - What would you do differently if you had the chance to do it over again?
 - What else would you like to add that I did not ask?

Hot Seat:

This is a sharing activity designed to reinforce a sense of community, mutual trust, caring, and lasting communications. The instructor sets a serious tone for this exercise, encouraging everyone to remain involved and be honest in her/his participation.

The class sits in a circle with a chair (swivel chair preferably) in the center.

1. Each student is then invited to sit in the "Hot Seat." The selected person has 60 seconds to say anything he or she wants to the class or any individual in the class. The rest of the class must remain silent and listen to the comments.

2. Then for 2-3 minutes anyone in the class can say anything she or he wants to the person in the “Hot Seat” and that person cannot respond.

Note: Extroverts will volunteer first, but eventually even the quietest and most reserved member of the class will step forward. One interesting twist is to let the person who leaves the hot seat select the next participant. The experience may be most powerful for those who wait to the last so don't let anyone off or hurry the final participants. It is a powerful closure experience.

Mail Box:

This activity involves each student writing a note to all other students in the class expressing their thanks, thoughts, or wishes for that person. This takes about 40 minutes and can be done in conjunction with other closure activities or evaluations. Faculty members should encourage students to read these notes immediately and then put them away to read later. The final personal expression is a powerful way for students to remember each person in the class.

Symbolic Gifts:

Each member of the class prepares a fantasy gift (objects, values, people, ideas, etc.) for everyone in class. They may present these or some tangible symbol of this gift to others in the class. They may be asked to stand in front of the person to whom they are giving these symbolic gifts and hold eye contact with them during the process. This closure activity allows students to be as creative as they want. Some prompting and suggestions from the instructor can help get things going. You may even want to liven it up by creating a mythical “fountain of gifts” in the center of the room from which these symbolic gifts can be drawn and delivered.

Meaningful Quotes:

In this activity, each class member selects one or two meaningful quotes from whatever book you have read and explains why they are so meaningful to them.

Your Last Statement:

Each member of the class is asked to present a short statement about themselves and their lives on the assumption that this is the last thing they would ever be able to say. The results are a powerful statement of who our students think they are at this point in their lives.

Pipe Cleaner Art:

Have students choose three pipe cleaners. Ask students to construct something that represents their experience in Hullabaloo U or their first semester of college. They can create three separate items or one larger item. Once the students have created their items, have them brainstorm how these facets of their life are connected. Have each student present his/her pipe cleaners to the class, along with what they mean and their connections. If appropriate, discuss how these ‘connections’ are important in college.

Touch Someone Who:

Instructions

1. Students sit in a circle with their heads down and their eyes closed. You may also choose to do this standing. Instruct students that they are to remain silent during this activity. The only person who should be talking is the facilitator as they read statements from the “Touch Someone Who...” list.
2. Choose two or three students to stand up to be the first one(s) to do the touching. Instruct these students to open their eyes. Everyone else should be keeping their eyes closed.
3. Read aloud some of the affirming remarks from the “Touch Someone Who...” list. The selected student(s) walks around the circle and taps the shoulders of students who match the remarks.
4. After a few remarks have been read, have the standing student(s) sit down and then choose another student or students to do the touching. Read several more statements. Continue rotating these students until every student has had a chance to do the touching. Remember to be aware of students who have not been touched and do so yourself.
5. Discuss how this activity made everyone feel and ask if anyone was surprised at how another student saw him/her. Make sure to have a positive ending to the discussion.

Begin each statement with “Touch someone who...”

- You consider to be a friend
- Is creative
- Is ambitious
- Has taught you something
- You want to get to know better
- Has a unique outlook on life
- Always can see the positive side of things
- Makes you think
- Is a leader
- Is easy to talk to
- Isn't afraid to learn and make mistakes
- Is self-motivated
- Is self-less
- Has given you honest and helpful feedback
- Treats others as she/he wants to be treated
- You respect
- Takes the time to let you know how special you are
- You care about
- Who has helped you
- Is dynamic
- Makes you smile
- Makes you laugh
- Is innovative
- You trust
- Is dedicated
- Is sensitive
- Is compassionate
- Is dependable
- Is honest and trustworthy
- Is down to earth
- Is insightful
- Has a positive mental attitude
- Is always happy
- Is intelligent
- Is a good listener
- Is willing to take a risk
- Challenges you
- Is energetic
- You like to spend time with
- Is a caring person
- Goes that extra mile

Variations of these activities appear in a variety of sources. Original source unknown.

Adapted from Friedman, D., Hopkins, K., & Clarke, K. (Eds.) (2018). University 101 Faculty Resource Manual. Columbia, SC: University of South Carolina.