



Students will use only their voice to “LEAD” their blindfolded teammates through a race.



One blindfold (bandana or strips of clothing) for each team of 3-4 students; Chalk or masking/painter’s tape.

Total Prep Time: 15 mins.

Educator’s Note: Before the activity, use chalk or masking/painter’s tape (inside or outside the classroom) to draw one irregular (i.e. not straight; wavy, curly, zig-zaggy, etc.) line between your “Start” and “Finish” line for each team of 3-4 students.



As this is the third Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
● Critical thinking	● Self-awareness	● Integrated learning
● Communication	● Self-management	● High quality service
● Collaboration	● Social-awareness	● Collaboration
● Creativity	● Relationship skills	● Student voice
	● Responsible decision-making	● Civic responsibility
		● Reflection
		● Evaluation

GOALS FOR THE WEEK

- Discover how we can earn the trust and respect of others while being a “LEADER”
- Identify ways to claim more control and independence in our own lives
- Practice “LEADING” and making positive changes by being an active citizen and role model in our own communities
- Understand how “LEADING A TEAM” is an important part of this month’s theme, “MONDAY GETS ENGAGED”



STUDENT ACTIVITY: **“FOLLOW MY VOICE”**

- 1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “FOLLOW MY VOICE”**
- 2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:**

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What are some qualities of a good “LEADER”?**
 - How do they think, talk, and behave?
- **Do you think trust and respect are important parts of being a “LEADER”?**
 - Why or why not?
- **What are some things that help you trust or respect someone else?**
- **What makes you want to listen to someone else?**
- **Have you ever “LED A TEAM” before, or acted as a “LEADER” by giving directions, speaking with authority, or guiding others?**
 - What was that like?
 - How did you earn other people’s trust and respect?
- **What do “LEADERS” believe about themselves, their ideas, and the people they “LEAD”?**
- **Why is it important for “LEADERS” to earn the trust and respect of their followers?**
- **Do you think it’s important for “LEADERS” to communicate clearly, effectively, and kindly?**
 - Why or why not?
- **Do you think you can practice being a “LEADER” so you can gain new skills and experiences?**
 - How might this kind of “LEADERSHIP” practice help you both now and in the future?
- **How is being a “LEADER” a way to “GET ENGAGED”?**
- **Do you think practicing your “LEADERSHIP” skills can help you remember that YOU MATTER?**
- **How can practicing your “LEADERSHIP” skills show others that they MATTER?**

- 3) SET UP THE “FOLLOW MY VOICE” ACTIVITY:**

- **Explain:**
 - As we learn to be “LEADERS”, there are actually really fun ways to do so
 - Today, we’ll be practicing our “LEADERSHIP” skills by using our “VOICES” to get others to listen to and trust us
 - In a few moments, we’ll be getting in teams where one person is blindfolded at a time
 - We will take turns guiding each other through a race using only the sound of our “VOICES”
- **Ask:**
 - Do you believe that you can learn to be a “LEADER”?
 - Are you ready to practice your “LEADERSHIP” skills today as you play a fun team game?

- 4) START THE “FOLLOW MY VOICE” ACTIVITY:**

- **Note:** Before the activity, use chalk or masking/painter’s tape (inside or outside the classroom) to draw one irregular (i.e. not straight; wavy, curly, zig-zaggy, etc.) line between your “Start” and “Finish” line for each team of 3-4 students
- **Divide the class into teams of 3-4 students**
- **Instruct each team to line up behind a different irregular line**
- **Distribute one blindfold to each team**
- **Explain**
 - In just a moment, each of you will take turns going from start to finish—blindfolded and “LED” by another person on your team

- The first person in line will be blindfolded and spun around by their teammates
- When I say “Go,” the second person in line (and no one else) must instruct the racer to “FOLLOW THEIR VOICE” to walk from start to finish on their specific line
- The “LEADER” must use only their “VOICE” to provide clear, specific, and encouraging language to “LEAD” their blindfolded teammate
- When the first person in your team finishes the race, the next “LEADER” and racer will quickly get blindfolded and spun around
- Then the next person in line will “LEAD” them only by their “VOICE”
- You will do this until each person on your team has been blindfolded and has given instructions using only their “VOICE”
- **Make sure students understand the instructions**
- **Ask the first person in line on each team to put the blindfold on and have their teammates spin them around (carefully!). Then, say “GO!”**
- **When the first racers finish, remind the next racer to get blindfolded and their teammates to (carefully) spin them around**
- **Observe students as they play the game to make sure they are only “FOLLOWING” each other’s “VOICES” as they do the race, and support them as necessary**
- **Allow up to 10 minutes for all students to race (about 2-3 minutes per student)**
- **When all racers and teams are finished or time is up, have everyone give themselves a round of applause**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **Did you have fun playing this “FOLLOW MY VOICE” activity today?**
- **Was there anything challenging about this activity?**
- **What did you learn about “LEADERSHIP” from this activity?**
- **Did this activity change your perspective on what it means to be a good “LEADER”?**
 - How so?
- **Do you believe that you’re able to be a good “LEADER”?**
 - Why or why not?
- **How can you practice and learn how to be a good “LEADER”?**
 - Do you think games and fun activities like this can help you learn new “LEADERSHIP” skills?
- **In this game, how did the “LEADERS”, or the people guiding others just with their “VOICES”, earn or keep their followers’ trust and respect?**
- **What role do language and communication play in being a good “LEADER”?**
- **After this activity, do you feel comfortable “LEADING A TEAM”?**
- **After this activity, are you more likely to use specific and encouraging language when you find yourself in a “LEADERSHIP” role?**
- **How can you use your “VOICE” to be a “LEADER” in your family, school, and community?**
- **How might “LEADING A TEAM” help you “GET ENGAGED”?**
- **How can “LEADING A TEAM” help you know that YOU MATTER?**
 - How can it show others that they MATTER?

6) THANK STUDENTS FOR PLAYING “FOLLOW MY VOICE” TODAY AND FOR WORKING TOGETHER AS “LEADERS”. REMIND STUDENTS THAT THEY DON’T HAVE TO BE PERFECT “LEADERS”, AND THAT USING THEIR “VOICE” AND “ENGAGING” WITH OTHERS GIVES THEM GOOD PRACTICE TO BECOME GREAT “LEADERS”.

- 7) **CHALLENGE STUDENTS TO THINK ABOUT HOW THEY CAN USE THEIR “VOICE” TO “LEAD” GOING FORWARD, IN SCHOOL, AT HOME, AND IN THE COMMUNITY.**
- 8) **CONTINUE EXPLORING HOW TO “LEAD A TEAM” BY “LEADING” ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.**



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) **Game Leader:** Have students create their own sport, card game, or board game, and take turns teaching their classmates how to play and “LEAD” a successful game.
- 2) **No Rules Sports:** As a class, have students play basketball, volleyball, Capture the Flag, or dodgeball. As they play, call out different students’ names. When a student’s name is called, they must shout out a new rule that everyone has to follow (examples include: hop on one foot, only run backwards, switch sides, use your left hand, etc.). All students have to keep following all of the rules as they accumulate. The purpose is to learn the value of communicating clearly as a “LEADER” and the importance of paying attention and respecting the “LEADER’S” rules.

“ A GREAT LEADER TAKES PEOPLE WHERE THEY DON’T NECESSARILY WANT TO GO, BUT OUGHT TO BE. ”

- ROSALYNN CARTER