

Voyager: Leadership Learning Cards



The Voyager Deck includes 6 subdecks of cards, all designed to work interchangeably for a variety of individual strategy, reflective, and competitive team activities.

Subdecks

- Red Subdeck (Leadership Theories): 6 cards
- Orange Subdeck (Student Leadership Competencies®): 60 cards
- Blue Subdeck (Reflection Questions): 12 cards
- Green Subdeck (Situations): 15 cards
- Purple Subdeck (Events): 15 cards
- Pink Subdeck (Discussion Prompts): 15 cards

Activities

Activities are clustered into three categories based on the type of activity.

- Individual Strategy Activities: Activities that involve individual players competing against each other in a game
- Reflection Activities: Activities that involve reflecting on and discussing ideas and perspectives
- Competitive Team Activities: Activities that involve teams competing against each other in a game

Leadership Learning Framework

Based on the context of leadership, each activity is associated with one or more of the following aspects of the Leadership Learning Framework from the Trailblazer Deck, which is the instructor companion deck to the Voyager.

- Knowledge: Acquiring information about the process of leadership
- Development: Enhancing human and interpersonal aspects of leadership
- Training: Improving skill and competency-based facets of leadership
- Observation: Learning social and cultural aspects of leadership in a passive way
- Engagement: Actively learning through experiential, relational, interactional, and interpersonal means
- Metacognition: Thinking about learning in reflective, systemic, analytic, evaluative, adaptive, and mindful ways

More information on the Leadership Learning Framework can be found at Guthrie, K. & Jenkins, D. (2018). ***The role of leadership educators: Transforming learning.*** Charlotte, NC: Information Age Publishing.

Domains

Based on the intended learning, each activity is associated with one or more of the following assessment domains from the Trailblazer Deck, which is the instructor companion deck to the Voyager.

- Significance: Enhancing value
- Motivation: Enhancing motivation
- Efficacy: Enhancing confidence or belief in one's ability
- Cognition: Enhancing knowledge
- Proficiency: Enhancing skill
- Performance: Enhancing behavior

More information about the assessment domains can be found at: Seemiller, C. & Rosch, D. M. (2019). An integrative six-domain model of employee training and development. ***New Horizons in Adult Education and Human Resource Development.***

Activities within each category are in order by domain. To scaffold learning, it is suggested that if doing more than one activity, that they be done in the order listed.

Pre-Briefing

There are two subdecks that require that the facilitator and participants have an understanding of the content and context to engage in the activities associated with those subdecks.

- Red Subdeck (Leadership Theories):
 - The theories referenced on each card in this subdeck are actually families of theories and not specific theories by name. It is important that both the facilitator and the participants understand each distinct family of theories in order to do any activity using this subdeck.
- Purple Subdeck (Events):
 - There are only 15 cards in this subdeck, meaning that only very few historical events were included. The selection of events for inclusion met a variety of criteria to ensure a diversity of types of events. But, not all significant events could be selected due to the limitations on the number of cards in the deck. Also, most activities using this subdeck can be modified to include any event the facilitator and/or participants choose.
 - The descriptions of the events listed on the cards are very short given space limitations. It is important to note that these events are far more complex than their descriptions and include many more significant individuals than those listed on the card. The names of individuals on the cards were included given their strong historical relationship to each event but do not represent every individual who played a significant role in the event.
 - Looking at historical events requires one to consider context of the time. While a critical lens can be helpful today in order to analyze the past, when engaging in some of these activities, it is essential to also look at these events from the perspective of the culture and context of the era.
 - It is important that both the facilitator and the participants understand each event in order to do any activity using this subdeck. Additional research by the facilitator and/or participants may be necessary.

- It is also highly advisable to have a constructive debriefing after any activity using this subdeck to further discuss the events, those who played significant roles in the events, and the impact of those events today.

Debriefing

While each activity is nuanced and warrants debriefing related to the context of the activity and considering those who participated, the following are some general debriefing questions that may be useful to start the conversation.

- What did you learn in doing this activity?
- What was surprising?
- What was confirming? Or, what did you already know?
- Was anything challenging about this activity? If so, what was most challenging?
- What did you observe about your own behaviors when engaging in this activity?
- What did you observe about others' behaviors when engaging in this activity?
- How do your observations about yourself or others reflect leadership?
- How can you apply what you learned during this activity?

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Individual Strategy Activities

4-Word Definitions

Purpose

- To individually create 4-word definitions for a variety of leadership theories, leadership competencies, and historical events.

Learning Outcome

- To enhance one's understanding of leadership theories and leadership competencies.

Leadership Learning Framework

- Knowledge
- Training
- Engagement

Domain

- Cognition

Players

- 3-5 players per deck

Materials Needed

- Red Subdeck (Leadership Theories)
- Orange Subdeck (Student Leadership Competencies®)
- Scrap paper (approximately 10 pieces per player)
- Pens/pencils (1 per player)

Instructions

1. Select a player to go first; play then moves clockwise around the group.
2. Shuffle the Red Subdeck (Leadership Theories) and Orange Subdeck (Student Leadership Competencies®) together and place the shuffled cards stacked face down.
3. Each player should have a pen or pencil and several pieces of scrap paper.
4. The player whose turn it is draws a card from the stack. The player may look at the card but should not reveal it to the other players.
5. The player reads aloud the word or phrase at the top (not the descriptor text).
6. In 4 words or less, each player, other than the one who drew the card, writes a definition for that word or phrase on a piece of scrap paper. Players should not see what other players wrote.
7. The player whose turn it is reads aloud the descriptor text on the card and then the definitions from each piece of paper. That player then selects the "best" definition.
8. The player whose definition was selected gets a point.
9. The player to the right then draws a new card from the stack and repeats the process. Play continues clockwise for subsequent turns.
10. The player who reaches 5 points first wins.

Leadership Lists

Purpose

- To individually brainstorm factors associated with a variety of leadership competencies that begin with a particular letter of the alphabet.

Learning Outcomes

- To enhance one's understanding of a (Knowledge) variety of factors related to leadership competencies.

Leadership Learning Framework

- Knowledge
- Training
- Engagement

Domain

- Cognition

Players

- 2-5 players per deck

Materials Needed

- Orange Subdeck (Student Leadership Competencies®)
- Blank sheets of paper (3 per player)
- Pens/pencils (1 per player)
- Timer

Instructions

1. Each player should have a pen or pencil and a blank piece of paper.
2. Select a player to go first; play then moves clockwise around the group.
3. Shuffle the Orange Subdeck (Student Leadership Competencies®) and place the shuffled cards stacked face down.
4. The player whose turn it is selects a letter in their first name to use for the round and then flips over a card from the stack of cards. Make sure to select different letters for every player.
5. Each player, including the player whose turn it is, has 1 minute to write down as many words or phrases that start with the selected letter of the alphabet that are related to what is on the card. Make sure to set a timer for 1 minute.
6. After the timer goes off, writing should stop.
7. Each player then reads their lists to the other players. If two or more players have the same word or phrase written down, they must cross it off their lists. If there is a good reason as determined by the group that someone's word or phrase is not a good fit, that word or phrase must be taken off the list.
8. Players then get a point for every viable word or phrase not crossed off their lists.

9. Play continues clockwise for subsequent turns. Players can use the same sheet of paper to write each list until they run out of room on that sheet.
10. To play a second round, the player who began the exercise and whose turn it is again selects a letter in their last name to use for the round and then flips over a card from the stack of cards.
11. Play continues the same as the first round.
12. The player who has the most points after the first round, if that is the stopping point, or the second round, if that is the stopping point, wins.

You Decide

Purpose

- To individually match leadership competencies with historical events.

Learning Outcome

- To enhance one's understanding of and value the role leadership competencies played during a variety of historical events.

Leadership Learning Framework

- Knowledge
- Training
- Engagement

Domain

- Cognition; Significance

Players

- 3-5 players per deck

Materials Needed

- Orange Subdeck (Student Leadership Competencies®)
- Purple Subdeck (Events)
- Scrap paper (approximately 10 pieces per player)
- Pens/pencils (1 per player)

Instructions

1. Select a player to go first; play then moves clockwise around the group.
2. Each player should have a pen or pencil and several pieces of scrap paper.
3. Shuffle the Orange Subdeck (Student Leadership Competencies®) and place the cards stacked face down. Do the same with the Purple Subdeck (Events). Do not shuffle the two Subdecks together.
4. Each player draws 5 cards from the Orange Subdeck (Student Leadership Competencies®) and leaves the remainder of the stack face down. Players may look at their cards but should not reveal them to the other players.
5. One card is flipped over from the Purple Subdeck (Events) for everyone to see, leaving the remainder of the stack face down.
6. Each player, including the player whose turn it is, selects one card from their hand (Orange Subdeck: Student Leadership Competencies®) that best relates to or describes the event or those involved in/impacted by the event listed on the card that is flipped over from the Purple Subdeck (Events). Players should place their selected card face down near the flipped card so other players cannot see their card.
7. The player whose turn it is flips over and reads aloud each card from the Orange Subdeck (Student Leadership Competencies®) played during that round.

8. Each player, including the player whose turn it is, votes for the one card they believe best relates to or describes the event or those involved in/impacted by the event by writing their selection on a piece of scrap paper. Players cannot vote for their own card.
9. The player whose turn it is counts the votes. The player whose card received the most votes gets a point. If there is a tie, both players get a point.
10. All players then select another card from the Orange Subdeck (Student Leadership Competencies®) so as to maintain 5 cards in their hand.
11. The player to the right of the player whose turn it was flips over and reads aloud a new card from the Purple Subdeck (Events). Each player plays an Orange card, voting commences, and the point is awarded. Play continues clockwise for subsequent turns.
12. The player who reaches 5 points or has the most points after either all Orange Subdeck (Student Leadership Competencies®) cards or all Purple Subdeck (Events) cards have been played wins. [A variation would be to have the player whose turn it is come up with an historical event of their choice in lieu of flipping over a card from the Purple Subdeck (Events). Play would continue as described in the remainder of the instructions.].

Make Your Case

Purpose

- To individually match a leadership theory with an historical event and then advocate why their match is the best.

Learning Outcome

- To enhance one's understanding of and value the role leadership theories played during a variety of historical events.

Leadership Learning Framework

- Knowledge
- Development
- Engagement

Domain

- Cognition; Significance

Players

- 3-5 players per deck

Materials Needed

- Purple Subdeck (Events)
- Red Subdeck (Leadership Theories)

Instructions

1. Select a player to go first; play then moves clockwise around the group.
2. Shuffle the Purple Subdeck (Events) and place the cards stacked face down. Do the same with the Red Subdeck (Leadership Theories). Do not shuffle the two Subdecks together.
3. Each player draws 2 cards from the Purple Subdeck (Events) and leaves the remainder of the stack face down. Players may look at their cards but should not reveal them to the other players.
4. The player whose turn it is will flip a card over from the Red Subdeck (Leadership Theories) for the others to see, leaving the remainder of the stack face down.
5. Each player (not including the player whose turn it is) selects one card from their hand that best describes or complements the card that is flipped over from the Red Subdeck (Leadership Theories). Players should place their selected card face down near the flipped card so other players cannot see their card. For example, if the flipped card is Trait Theory, each student would have to select a card from their hand from the Purple Subdeck (Events) that is an example of Trait Theory, counterintuitive to Trait Theory, or absent of Trait Theory in relation to the event or those involved in the event.
6. The player whose turn it is flips over and reads aloud each card from the Purple Subdeck (Events) played during that round.

7. Both players who played a Purple card must “make their case” that their Purple card is the best match with the card flipped from the Red Subdeck (Leadership Theories). They do this by each speaking for 30 seconds about why their card is the best match.
8. The player whose turn it is, and who did not play a Purple card, selects which case was more compelling.
9. The player who made the best case gets a point.
10. After the point is allocated, the player to the right flips over and reads aloud a new card from the Red Subdeck (Leadership Theories), the other two players play a Purple card, each player “makes their case,” and the point is awarded. Play continues clockwise for subsequent turns.
11. The player to reach 6 points or has the most points after all Red cards have been played wins. For an extended version, after all of the Red cards have been played, shuffle the cards in the Red Subdeck (Leadership Theories) and begin play again using the remaining cards from the Purple Subdeck (Events).

[A variation would be to have each player, before starting, write down 2 historical events of their choice on 2 separate slips of paper. Both slips of paper from all players would then be added to the stack of Purple Subdeck (Events) cards as an option to be drawn from the deck. Play would continue as described in the remainder of the instructions.]

What Would You Do?

Purpose

- To individually select the best leadership competency for handling a particular scenario.

Learning Outcome

- To enhance one's understanding of and value the role leadership competencies played during a variety of leadership scenarios.

Leadership Learning Framework

- Knowledge
- Training
- Engagement

Domain

- Cognition; Significance

Players

- 3-5 players per deck

Materials Needed

- Green Subdeck (Situations)
- Orange Subdeck (Student Leadership Competencies®)
- Scrap paper (approximately 10 pieces per player)
- Pens/pencils (1 per player)

Instructions

1. Select a player to go first; play then moves clockwise around the group.
2. Each player should have a pen or pencil and several pieces of scrap paper.
3. Shuffle the Orange Subdeck (Student Leadership Competencies®) and place the cards stacked face down. Do the same with the Green Subdeck (Situations). Do not shuffle the two Subdecks together.
4. Each player draws 5 cards from the Orange Subdeck (Student Leadership Competencies®) and leaves the remainder of the stack face down. Players may look at their cards but should not reveal them to the other players.
5. One card is then flipped over from the Green Subdeck (Situations) for everyone to see, leaving the remainder of the stack face down.
6. Each player selects one card from their hand (Orange Subdeck (Student Leadership Competencies®) of a competency most appropriate for addressing the scenario listed on the card flipped over from the Green Subdeck (Situations). Players should place their selected card face down near the flipped card so other players cannot see their cards.
7. For the first round of play, the Green card that the player flips over will need to be addressed from the leader's perspective. For the second round of play, the Green card that the player flips

over will need to be addressed from the member's (follower's) perspective. Alternate perspectives with each subsequent turn.

8. The player whose turn it is flips over and reads aloud each card from the Orange Subdeck (Student Leadership Competencies®) played during that round.
9. Each player, including the player whose turn it is, votes for the one card they believe is the best match by writing their selection on a piece of scrap paper. Players cannot vote for their own card.
10. The player whose turn it is counts the votes. The player whose card received the most votes gets a point. If there is a tie, both players get a point.
11. All players then select another card from the Orange Subdeck (Student Leadership Competencies®) so as to maintain 5 cards in their hand.
12. The player to the right of the player whose turn it was flips over and reads aloud a new card from the Green Subdeck (Situations). Each player plays an Orange card, voting commences, and the point is awarded. Play continues clockwise for subsequent turns.
13. The player who reaches 5 points or has the most points either after all Orange Subdeck (Student Leadership Competencies®) cards or all Green Subdeck (Situations) cards have been played wins.

[A variation would be, instead of having the players vote on their opinion of the best match, that the player whose turn it is would have to discuss how each competency from the Orange Subdeck (Student Leadership Competencies®) cards played that round could be used together to address the situation.]

Reflection Activities

Dilemmas

Purpose

- To individually share perspectives on how to handle a leadership scenario and (for Version B) a leadership competency that would assist in addressing that scenario.

Learning Outcome

- To enhance one's understanding and consideration of multiple approaches to address a leadership scenario.

Leadership Learning Framework

- Development
- Engagement
- Metacognition

Domain

- Cognition; Significance

Players

- 2-5 players per deck (can also be played alone using written responses rather than verbal responses)

Materials Needed

- Green Subdeck (Situations)
- Orange Subdeck (Student Leadership Competencies®) (for Version B only)

Instructions for Version A

1. Select a player to go first; play then moves clockwise around the group.
2. Shuffle the Green Subdeck (Situations) and place the cards stacked face down.
3. The player whose turn it is draws a card from the stack and discusses recommendations for addressing the scenario in the situation. Depending on the context of the scenario, the player will choose whether to address the scenario as the leader or member (follower) and answer the associated prompt below.
 - How could the leader address this situation?
 - How could the member (follower) address this situation?
4. After the player has answered, the player to the right flips over a new card from the stack and discusses recommendations for the new scenario using the same process and prompt questions described above. Play continues clockwise for subsequent turns.
5. There is no winner for this exercise; it is designed for intentional reflection.

[A variation to make this more of a game would be to have all players address each scenario, in writing, and have the group vote on the best response (but they cannot vote for their own). The player whose response had the most votes is awarded a point.]

Instructions for Version B

1. Select a player to go first; play then moves clockwise around the group.
2. Shuffle the Green Subdeck (Situations) and place the cards stacked face down. Do the same with the Orange Subdeck (Student Leadership Competencies®). Do not shuffle the two Subdecks together.
3. The player whose turn it is draws a card from the Green Subdeck (Situations) and a card from the Orange Subdeck (Student Leadership Competencies®).
4. The player needs to discuss how the competency listed on Orange card might help assist in addressing the scenario on Green card. Depending on the context of the scenario, the player will choose whether to address the scenario as the leader or member (follower) and answer the associated prompt below.
 - How could the leader use this competency to address this situation?
 - How could the member (follower) use this competency to address this situation?
5. After the player has answered, the player to the right flips over a new card from the Green Subdeck (Situations) and a new card from the Orange Subdeck (Student Leadership Competencies®) and discusses recommendations for the new scenario using the same process and prompt questions described above. Play continues clockwise for subsequent turns.
6. There is no winner for this exercise; it is designed for intentional reflection.

[A variation to make this more of a game would be to have all players address each scenario, in writing, and have the group vote on the best response (but they cannot vote for their own). The player whose response had the most votes is awarded a point.]

Reflect

Purpose

- To individually respond to a reflection question in relation to a particular leadership competency.

Learning Outcome

- To reflect on one's leadership perspectives.

Leadership Learning Framework

- Knowledge
- Training
- Engagement
- Metacognition

Domain

- Cognition; Significance

Players

- 2-5 players per deck (can also be played alone using written responses rather than verbal responses)

Materials Needed

- Blue Subdeck (Reflection Questions)
- Orange Subdeck (Student Leadership Competencies®)

Instructions

1. Select a player to go first; play then moves clockwise around the group.
2. Shuffle the Blue Subdeck (Reflection Questions) and place the Subdeck with cards stacked face down. Do the same with the Orange Subdeck (Student Leadership Competencies®). Do not shuffle the two Subdecks together.
3. The player whose turn it is draws a card from the Blue Subdeck (Reflection Questions) and a card from the Orange Subdeck (Student Leadership Competencies®).
4. The player whose turn it is should then read the question on the Blue card aloud by filling in the blank with the competency listed on their Orange card.
5. After reading the question aloud, the player whose turn it is answers the question.
6. After the player has answered, the player to the right flips over a new card from the Blue Subdeck (Reflection Questions) and a new card from the Orange Subdeck (Student Leadership Competencies®) and repeats the process of reading aloud the question. Play continues clockwise for subsequent turns.
7. There is no winner for this exercise; it is designed for intentional reflection. [A variation would be to have all players answer the question].

Historical Events

Purpose

- To work as a group to match leadership theories that best represent the approach used during a variety of historical events.

Learning Outcome

- To enhance one's understanding of and application of leadership theories across a variety of historical events.

Leadership Learning Framework

- Knowledge
- Development
- Engagement

Domain

- Cognition

Players

- 2-5 players per deck

Materials Needed

- Purple Subdeck (Events)
- Red Subdeck (Leadership Theories)

Instructions

1. Select a player to go first; play then moves clockwise around the group.
2. Shuffle the Purple Subdeck (Events) and place the cards stacked face down. Then, lay out all the cards from the Red Subdeck (Leadership Theories) next to each other face up.
3. The player whose turn it is draws a card from the Purple Subdeck (Events), reads it aloud, and then places it face up for the group to see.
4. Participants are encouraged to take time to research information about the event to get a more well-rounded understanding.
5. The group then identifies the various individuals and groups involved in this event. For example, for Stonewall, two of those individuals/groups (among many) may include James O'Neill, the New York City police commissioner at the time, and African-American trans women. Once individuals and groups have been identified, the group narrows the list to one individual or group for the remainder of the exercise.
6. As a group, all players are to come to consensus in selecting the theory from any Red card that best describes how their selected individual/group engaged in leadership during the event at the time and discuss the following questions:
 - What was the impact of their approach?
 - How might the time in history when this event took place shaped that individual's or group's approach?

- Looking back at history with a more critical lens, would there have been another leadership theory that could have framed a different, yet more productive (in your opinion), outcome? If so, which theory would that be? If not, why not?
7. Once a decision has been made about the card from the Red Subdeck (Leadership Theories) that best reflects the individual/group discussed in relation to the event on the card from the Purple Subdeck (Events), the player whose turn it is places the Purple card below the associated Red card so both are visible.
 8. After the Purple card is placed with a Red card, the player to the right flips over and reads aloud a new card from the Purple Subdeck (Events). The group again researches the event, lists those involved, narrows the list to one person/group, selects the best matching card from the Red Subdeck (Leadership Theories), and then has a discussion. There is no limit to the number of Purple cards that can be associated with any one Red card. Play continues clockwise for subsequent turns.
 9. There is no winner for this exercise; it is designed for intentional reflection and discussion. [A variation would be to have the player whose turn it is come up with an historical event of their choice in lieu of flipping over a card from the Purple Subdeck (Events). That player would write down the event on a piece of paper and place it face up for all players to see. The exercise would continue as described in the remainder of the instructions.]

Strengths and Weaknesses

Purpose

- To individually reflect on one's leadership competency strengths and weaknesses.

Learning Outcome

- To engage in reflection on one's individual leadership competency strengths and weaknesses.

Leadership Learning Framework

- Development
- Training
- Engagement
- Metacognition

Domain

- Efficacy

Players

- 2+ (each player needs their own deck to play)

Materials Needed

- Orange Subdeck (Student Leadership Competencies®) for each player

Instructions

1. Each player has their own Orange Subdeck (Student Leadership Competencies®).
2. Each player selects 5 cards from their Orange Subdeck (Student Leadership Competencies®) of competencies they believe are their strengths.
3. Each player then shares why they selected the cards they did.
4. Repeat by having players select 5 cards from their Orange Subdeck (Student Leadership Competencies®) of competencies they want to develop or enhance.
5. Each player then shares why they selected the cards they did.
6. There is no winner for this exercise; it is designed for intentional reflection and discussion.

Impactful Events

Purpose

- To individually reflect on the impact of historical events on one's life.

Learning Outcome

- To engage in reflection on the personal impact of historical events.

Leadership Learning Framework

- Knowledge
- Development
- Engagement
- Metacognition

Domain

- Efficacy

Players

- 2+ (each player needs their own deck to play)

Materials Needed

- Purple Subdeck (Events) for each player

Instructions

1. Each player has their own Purple Subdeck (Events).
2. Each player selects 3 cards from their Purple Subdeck (Events) of events that have had the most impact on their life today. Make sure to give them time to research each event, especially if they are unfamiliar with any of them.
3. Each player then shares why they selected the cards they did.
4. There is no winner for this exercise; it is designed for intentional reflection and discussion.

Leadership Thoughts

Purpose

- To individually share responses to discussion prompts on issues related to leadership.

Learning Outcome

- To engage one in reflection and discussion on personal leadership perspectives and experiences.

Leadership Learning Framework

- Development
- Engagement
- Metacognition

Domain

- Cognition; Significance

Players

- 2-5 players per deck (can also be played alone using written responses rather than verbal responses)

Materials Needed

- Pink Subdeck (Discussion Prompts)

Instructions

1. Select a player to go first; play then moves clockwise around the group.
2. Shuffle the Pink Subdeck (Discussion Prompts) and place the cards stacked face down.
3. The player whose turn it is draws a card from the stack and reads the discussion prompt to the group.
4. Beginning with the player whose turn it is, each player responds to the prompt.
5. The player to the right then draws a new card from the stack and repeats the process. Play continues clockwise for subsequent turns.
6. There is no winner for this exercise; it is designed for intentional reflection and discussion. [A variation of this exercise would be to have each player draw a card from the Pink Subdeck (Discussion Prompts) and select a person in the group to ask that question to, ensuring everyone answered at least one question.]

Competitive Team Activities

What is...

Purpose

- To work as a team to guess the name of a leadership competency using clues drawn by a team member.

Learning Outcome

- To enhance one's understanding of leadership competencies.

Leadership Learning Framework

- Knowledge
- Development
- Training
- Engagement

Domain

- Cognition

Players

- 4+ per deck

Materials Needed

- Orange Subdeck (Student Leadership Competencies®)
- White board and dry erase marker or multiple sheets of poster paper and marker

Instructions

1. Get into two equal-sized teams and select which team will go first (Team 1) and the team that will go second (Team 2).
2. Shuffle the Orange Subdeck (Student Leadership Competencies®) and place the shuffled cards stacked face down.
3. A player from Team 1 will select a card from the stack of cards. The player should look at the card but should not reveal it to the other players.
4. The player then has 1 minute to draw clues (no words, letters, or numbers) for Team 1, trying to get a player on their team to say the name of the competency on the card. **The player may NOT draw the picture or a similar version of the picture that is printed on the actual card.** [A variation of this exercise is for the student to “act” out what is on the card and have the team guess what is on the card.]. Make sure to set a timer for 1 minute. Players on the other team should remain quiet.
5. If a player says what is on the card before the timer goes off, the team gets a point.
6. If the timer goes off and the team did not guess it, the person drawing [or acting] has to stop, and the Team 2 can have one “team guess.” If they guess correctly, they get the point. If they

don't, Team 1 gets one final "team guess" for a chance to win the point. If neither team guesses correctly, no points are awarded.

7. After the turn is complete, Team 2 gets a turn. Continue going back and forth with turns until both teams have completed 10 turns.
8. The team with the most points after each team has had 10 turns wins.

Don't Say It

Purpose

- To work as a team to guess the name of a leadership theory or leadership competency using clues verbally shared by a team member.

Learning Outcome

- To enhance one's understanding of leadership theories, leadership competencies, and historical events.

Leadership Learning Framework

- Knowledge
- Development
- Training
- Engagement

Domain

- Cognition

Players

- 4+ per deck

Materials Needed

- Red Subdeck (Leadership Theories)
- Orange Subdeck (Student Leadership Competencies®)

Instructions

1. Get into two equal-sized teams and select which team will go first (Team 1) and the team that will go second (Team 2).
2. Shuffle the Red Subdeck (Leadership Theories) and Orange Subdeck (Student Leadership Competencies®) together and place the shuffled cards stacked face down.
3. A player from Team 1 will select a card from the stack of cards. The player should look at the card but should not reveal it to the other players.
4. That player has 30 seconds to give word and phrase clues to their team to try to get them to guess what is on the card. **The player giving clues cannot say or rhyme any of the words on the card.** The players on the team may shout out as many guesses as they would like until someone guesses correctly. Make sure to set a timer for 30 seconds. Players on the other team should remain quiet.
5. If someone on Team 1 guesses what is on the card before the timer goes off, that same player whose turn it is draws another card from the stack and tries to get their team to guess what is on that card. For every card guessed correctly, another card is drawn. There is no passing. Play ends when the timer goes off.
6. The team then counts how many cards they guessed correctly and are awarded that number of points.

7. After the turn is complete, the Team 2 gets a turn. Continue going back and forth with turns until both teams have completed 10 turns.
8. The team with the most points after each team has had 10 turns wins.
[A variation of this exercise would be to only use the Orange Subdeck (Student Leadership Competencies®)].