**Leadership Hat Game:**

There are more labels here than you need. Pick and choose. Be sure to have at *least* 30% positive labels. Too many negative labels makes it difficult for a discussion to occur.

1. Headband labels:
2. Make me the leader
3. Make a face when I talk
4. I am boring
5. I have GREAT ideas
6. You can’t hear me very well
7. I am VERY interesting
8. Whisper when I talk
9. Interrupt me when I talk
10. Laugh when I talk
11. Change the subject when I talk
12. Agree with me
13. I have bad ideas
14. You are not sure why I am here
15. You don’t understand what I am saying
16. Whisper when I talk
17. Bossy pants
18. I want to be the leader
19. Look another direction when I talk
20. Start talking to your neighbor when I talk

Instructions:

Place the hats on heads of 10-12 students (larger than this is too big) who are sitting in a circle, making sure that the person is never able to read his own label.

Give students a minute to read each other’s hats.

You will tell the group something like this:

"You are the leadership team of the yearbook. Great news. The staff is just about to meet their first deadline and you need to plan a celebration. Think about the details that will go into planning this party and make sure you have all bases covered. Oh,... and you will probably want to start by selecting someone to moderate the discussion. Any questions? Go”

Because of the number of students who will become disenfranchised by the way theya re treated, the conversation may break down and you may have to restart with comments like “How about food? Will the staff eat at this party? What shall we eat and who is bringing/paying for it?”

After 5 -7 minutes, ask students who have been observing to tell the group what they have seen.

Then ask students who participated how they have felt during the exercise. What does each think her hat said?

Questions:

When people reacted positively/negatively to the ideas of a person, how did that person react?

What caused the breaks in the conversation?

What can we learn about preconceived notions about students who are new to staff, about students we think we know well? Is it possible that student could have changed over the summer and that someone who never seemed to have a great idea last year will now have ideas that we miss out on because we discount that person?

Is our staff accepting of the ideas of new staff members? (Ask new staff members if they agree)

*I am sure you will be able to “free form” guide your students to find the meaning of the exercise. I hope these questions help you.*