



InCredAble Leadership Conference
Facilitator Guide
Godwin Middle School
April 11th, 9:30-3:30 PM

Welcome!

Hello friends! Taylor, Laura, and Sreehima would like to extend a huge THANK YOU to each and every person for being here and willing to volunteer for the Godwin Leadership Conference! This is the second time this conference is being put on by the LEAD Office and other George Mason partners and we could not be doing it without you!

The InCredAble conference was a vision of Yasmeen Hayden, former Leadership Consultant. The conference is meant to “push students into the in crowd to give them the street cred to be more than able.” In short, the conference is meant to help middle school students see their potential and how they can use their skills to have an impact on their community.

Today, we will go over the activities and schedule for the day so that you can feel comfortable going into each of the programs and facilitating/supporting to the best of your abilities. Please feel free to ask any questions that you may have during the span of the training.

We would like to thank our amazing committee members for their help in developing this program!

- Tori Swann, F1rst Gen Mason
- Alicia Besset, F1rst Gen Mason
- Giuseppe Germinario, Mason U
- Kalia Harris, SAIL
- Macey Garner, SAIL
- Kaili Moss, Black Student Alliance
- Jonathan Carmona, Hispanic Student Association
- Katie Garay, Hispanic Student Association
- Shanice Ford, ODIME

As well as all others who contributed time and energy to the planning of this program!

Yasmeen’s Vision for InCredAble:

A conference led by a group of gifted students set to make a difference in the lives of young people. The conference will instill the values of being a good leader by standing up for what’s right and speaking out when things are wrong. Those attending the conference should learn that being different is not a bad thing, because no one person is alike, but it’s in those differences that make each person uniquely INCREDIBLE.

In-crowd: A group of students who have a mutual bond that sets them apart from the rest

Street-Cred: Being known for commanding respect and acceptance by way of life experiences

More than Able: The ability to do ALL things, when I set my mind to it

Learning Outcomes

- Students will learn how to examine the factors that make them unique and different from one another
- Students will learn to recognize the needs of a situation,
- Students will learn to work together to accomplish a common goal
- Students will gain a new understanding by accepting a diversity of ideas
- Students will understand that in all things they are More than ABLE to make anything happen

Goal: Teach students to learn how to command the respect of others and stand up when “In” the crowd, from the knowledge of the conference: “CRED”, and ability to do all things “ABLE”

Schedule of Day

- 9:30 AM-10:00 AM Check-in
- 10:00 AM-10:15 AM Welcome and Program Overview
- 10:15 AM-11:00 AM Large Group Activity (45 minutes)
- 11:05 AM-12:00 PM Small Group Activity (55 minutes)
 - Small Group #1 – Facilitators: Taylor Sprague and Alexis Thornton; Volunteer: Kayla Vaughan and Amber Falls
 - Small Group #2 - Facilitators: Rodrigo Velasquez and Sage Janulis; Volunteer: Chyna Staten and Sreehima Gaddamsetty
 - Small Group #3 – Facilitators: Liz Torres and Courtney Metcalf; Volunteers: Angelis Mata and Jonathan Carmona
 - Small Group #4 – Facilitators: Laura Freeman and Kendaliz Mata; Volunteers: Erin Kimmelman and Katie Garay
 - Small Group #5 – Facilitators: Tyler Rogers and Alicia Brissett; Volunteers: Dami Ariyo and Amber Bergeron
 - Small Group #6 – Facilitators: Dezz Moffit and Tori Swann; Volunteers: Jose Aguimatang and Ashlyn Fears
 - Small Group #7 – Facilitators: Heidi Ouf and Kalia Harris; Volunteers: Merone Hailemeskal and Hannah Carse
 - Floater Volunteers: Dilan Wickrema, Ali Zaidi, Jenny Fotang
- 12:00 PM-12:45 PM Lunch - 45 minutes
 - Provided for all facilitators and volunteers
- 12:55 PM-1:40pm Breakout Sessions - 45 minutes
 - Social Media-Taylor Sprague, Jonathan Carmon, Katie Garay
 - Volunteers (2)
 - Bystander Intervention-WAVES
 - Volunteers (2)
 - Community Service-Kalia Harris and Patty Mathison
 - Volunteers (2)
 - Peer Pressure-Sreehima Gaddamsetty and Tori Swann
 - Volunteers (2)
 - Creating Community-Rodrigo Velasquez and Alexis Thornton
 - Volunteers (2)
 - Questions About College-Mason U
 - Volunteers (2)
- 1:45 PM-3:00 PM Small Group Activities and Discussions - 75 minutes
- 3:00 PM-3:30 PM Conference Wrap-Up, Certificates, and Evaluations - 30 minutes
- 2:45 PM-3:30 PM Family Session ONLY – Optional for Family Members - 45 minutes
 - Mason DREAMers (Rodrigo and Ana)
 - F1rst Gen Mason (Tori and Alicia)

Roles

Facilitator: Facilitators will be the individuals guiding the conversations and leading the activities. They will be very hands on with the students and be expected to read activity instructions, guide students through the activities, and identify themes during discussions. Facilitators will also be asked to help out with logistical aspects throughout the day as well.

Volunteers: Volunteers will be essential in ensuring the day runs smoothly through transitions and different activities. Being that we will have a bunch of excited middle school students, we will end volunteers to monitor the room, assist children who need help, and guide them through different transitions. Volunteers will also be asked to help out with serving lunch and other logistical aspects of the day, as well as talking with the students and sitting with them during breakfast, lunch, etc.

Activities

- **10:15 AM-11:00 AM Large Group Activity (45 minutes)**
 - Small Group Team Building (15 Minutes) – All Facilitators
 - Students will enter gym and sit along the wall until their group is called
 - Each set of facilitators/volunteers will come up and introduce themselves in order (What will you bring to the day? Ex. Ideas, Non-judgmental, Creativity, etc.)
 - I-Group 1 (Innovation)
 - N-Group 2 (Non-Judgmental)
 - C-Group 3 (Creativity)
 - R-Group 4 (Respect)
 - E-Group 5 (Excellence)
 - D-Group 6 (Determination, Diversity)
 - A-Group 7 (Adaptability, Accountability)
 - B-Rest of Volunteers (Bravery)
 - L-Staff Members (Laughter)
 - E-Everyone (Energy)
 - Once all groups are introduced, kids will split up into their groups, share their names quickly, and create a quick chant and name for their team.
 - After 5 minutes, have each group stand up and share their chant with the rest of the group.
 - Break it Down (30 Minutes) – Dezz and Katie (Support of Facilitators and Volunteers)
 - Have the whole group stand around the gym in a scattered formation.
 - Dezz/Katie will call out instructions and the students should form smaller groups based on those instructions. (Ex. Groups by birthday month, groups by grade, etc.)
 - Volunteers and facilitators will be broken up in the groups as well. See the list below to know what groups you should be with.
 - Groups can be made by different categories. When they get in these groups, ask them to go around and answer the questions that follow. Names before each of these.
 - Birthday Month-Hype Man Activity (6 minutes)
 - What do you like best about yourself?
 - What are you good at?
 - January-Alexis, Kayla
 - February-Kendaliz, Alicia
 - March-Kalia, Rodrigo
 - April-Laura, Heidi
 - May-Dezz, Chyna
 - June-Liz, Angelis
 - July-Tori, Amber B.
 - August-Courtney, Erin
 - September-Taylor, Dami
 - October-Sreehima, Ashlyn
 - November-Sage, Amber F.
 - December-Tyler, Hannah
 - Floaters- Jonathan, Jose
 - Year in School-Mason Chants (8-10 minutes)
 - 8th Grade: Rock the Green and Gold

- Tori, Sage, Heidi, Kendaliz
 - 7th Grade: GMU What
 - Laura, Jose, Kayla, Alexis
 - 6th Grade: George Mason
 - Amber B., Jonathan, Angelis, Kalia
 - Floaters: Taylor, Amber F., Chyna, Liz, Courtney, Sreehima, Erin, Tyler, Alicia, Dami, Rodrigo, Ashlyn, Hannah
 - Cats or Dogs-Biggest Fan (5 minutes)
 - Cats: All in groups 1-3, Facilitators of Group 4 (Laura & Kendaliz)
 - Dogs: All in groups 5-7, Volunteers of group 4 (Erin)
 - Birth Order (youngest, oldest, middle, only) Ninja (8 minutes)
 - Youngest
 - Ashlyn, Amber B., Amber F., Hannah
 - Oldest
 - Chyna, Jose, Angelis, Liz
 - Middle
 - Courtney Jonathan, Kayla, Erin
 - Only
 - Tyler, Alicia, Dami, Rodrigo,
 - Floaters: Heidi, Taylor, Sage, Tori, Laura, Alexis, Kendaliz, Kalia, Sreehima
 - Final question: Are you ready for today!?! (Looking for an energized yes here)
 - Give instructions to the students to find their small group facilitator and split up into rooms for small group time (Group rooms will be assigned day of).
- **Small Group #1 11:05-12:00 PM (55 Minutes)**
 - Get to Know You (5 Minutes)
 - SoulMates(Slide 1)
 - Have the student stand in a circle
 - Choose one student to go first. They should state their name and something about themselves.
 - Any students who agree or identify with the statement should step forward, snap, and say “Soul Mates”
 - Go around the circle until everyone has a chance to go.
 - Show Kid President Video (5 Minutes) (Slide 3)
 - https://www.youtube.com/watch?v=4z7gDsSKUmU&index=30&list=PLzvRx_jo_hoA-YabI6FWcU-jL6nKA1Um-t
 - What do you think of the video?
 - Why might this be relevant?
 - Do you think you have the ability to change the world?
 - Ground Rules (Slide 4)
 - Be respectful of fellow group members and their opinions
 - Actively listen to other group members without interruption
 - Challenge by Choice-It is up to you what you participate in and what you don't participate in, but challenge yourself to be as involved as possible
 - What is said in this room should stay in this room. Be respectful with what people share
 - Any others?
 - Expectations (5-7 minutes) (Slide 5)

- Give each participant an index card and have them silently reflect on what they want to get out of the conference. This will only be for them and they will not have to turn it in. Suggested questions to think about:
 - What is one goal you want to accomplish?
 - What are you excited about?
 - What are you nervous about?
 - Ask if there is anything that students want to share.
 - How can we ensure everyone has a great day?
 - What do people want from their fellow group members?
 - What do people want from their facilitators/volunteers?
 - Through My Eyes (40 Minutes) (Slide 6)
 - This activity will be a lot more personal, we really want to encourage students to think deeply and be honest throughout it. Facilitators should participate and model by sharing information that they feel comfortable sharing (and remaining appropriate).
 - On one lens, create a design that you perceive yourself to be. Can use pictures, words, designs, etc. to do so
 - On the other side, design the mask in a way that you believe others perceive you to be.
 - Pair and Share-Have students pair up and share with one another
 - Allow anyone who wants to share with the group to share
 - Debrief:
 - Why do you think there are differences between how you see yourself and how others see you?
 - Are there any ways that you can try to get people to see your true self?
 - What do you think stops you from always showing your true self?
 - How does understanding how others perceive you relate to being a leader?
 - How does understanding how you perceive yourself relate to being a leader?
- **12:55 PM-1:40 PM Breakout Sessions–45 Minutes (Room info will be given out day of)**
 - Social Media (Taylor, Katie and Jonathan)
 - Hannah and Amber B.
 - Bystander Intervention (WAVES)
 - Jose, Dami, and Laura
 - Community Service (Kalia and Patty)
 - Amber F. and Chyna
 - Peer Pressure (Sreehima and Tori)
 - Kayla and Angelis
 - Creating Community (Rodrigo and Alexis)
 - Kendaliz and Ashlyn
 - Questions about College (Dezz and Erin)
 - Liz and Sage
 - Floaters: Courtney, Tyler, Alicia, Heidi
- **Small Group #2 1:45-3:00 PM (75 Minutes) – Back into Small Groups**

- Marshmallow Challenge (45 Minutes)
 - Split your group into 2-3 teams depending on size.
 - Your room will have pre-made kits of supplies for this activity. Each bag should have
 - 20 sticks of dry spaghetti
 - One yard of masking tape
 - One yard of string
 - One marshmallow
 - Read out the instructions below. Be clear about the goals and rules of the Marshmallow Challenge. Use the Powerpoint to introduce the challenge as well as to visually reinforce the instructions: (Slides 7-9)
 - **Build the Tallest Freestanding Structure:** The winning team is the one that has the tallest structure measured from the tabletop surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or chandelier.
 - **The Entire Marshmallow Must be on Top:** The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team.
 - **Use as Much or as Little of the Kit:** The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape. The team cannot use the paper bag as part of their structure.
 - **Break up the Spaghetti, String or Tape:** Teams are free to break the spaghetti, cut up the tape and string to create new structures.
 - **The Challenge Lasts 18 minutes:** Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.
 - **Ensure Everyone Understands the Rules:** Don't worry about repeating the rules too many times. Repeat them at least three times. Ask if anyone has any questions before starting.
 - Start the countdown clock. Some tips while they are building:
 - **Walk around the Room:** It's amazing to see the development of the structures as well as notice the patterns of innovation most teams follow.
 - **Remind the Teams of the Time:** Countdown the time. Usually, I call 12 minutes, 9 minutes (half-way through), 7 minutes, 5 minutes, 3 minutes, 2 minutes, 1 minute, 30 seconds and a ten-second count down.
 - **Call Out How the Teams are Doing:** Let the entire group know how teams are progressing. Call out each time a team builds a standing structure. Build a friendly rivalry. Encourage people to look around. Don't be afraid to raise the energy and the stakes.
 - **Remind the Teams that Holders will be Disqualified:** Several teams will have the powerful desire to hold on to their structure at the end. Usually because the marshmallow, which they just placed onto their structure moments before, causing the structure to buckle. The winning structure needs to be stable.
 - After the clock runs out, ask everyone in the room to sit down so everyone can see the structures. Likely, just over half the teams will have standing structures.

- **Measure the Structures:** From the shortest standing structure to the tallest, measure and call out the heights. If you're documenting the challenge, have someone record the heights.
 - **Identify the Winning Team:** Ensure they get a standing ovation and a prize (if you've offered one).
 - Debrief (Slide 10)
 - What did you like most about this activity? What did you like least?
 - How helpful was everyone on your team in building the tallest structure? Did anyone appear to be an expert?
 - Did anyone tune out of the activity — out of frustration with other members or for some other reason? What could you have done to keep all members of the group involved?
 - Did you feel everyone's ideas were well received during the activity?
 - How did you feel as the time limit was approaching? Did pressure increase? If yes, was that helpful or not?
 - Did you celebrate small wins? If yes, how did you do this?
 - **Wrap up with the Lessons of the Marshmallow Challenge:** Show the TED Talk (Slide 11) and discuss the lessons (Slide 12)
 - **Kids do Better than Business Students:** On virtually every measure of innovation, kindergarteners create taller and more interesting structures.
 - **Prototyping Matters:** The reason kids do better than business school students is kids spend more time playing and prototyping. They naturally start with the marshmallow and stick in the sticks. The Business School students spend a vast amount of time planning, then executing on the plan, with almost no time to fix the design once they put the marshmallow on top.
 - **The Marshmallow is a Metaphor for the Hidden Assumptions of a Project:** The assumption in the Marshmallow Challenge is that marshmallows are light and fluffy and easily supported by the spaghetti sticks. When you actually try to build the structure, the marshmallows don't seem so light. The lesson in the marshmallow challenge is that we need to identify the assumptions in our project - the real customer needs, the cost of the product, the duration of the service - and test them early and often. That's the mechanism that leads to effective innovation.
- Change Making Process (30 Minutes)
 - **Materials:** Newsprint, Markers, Projector, Computer
 - **Key Ideas:** Recognizing the needs of a situation, accepting a diversity of ideas, collective decision-making and consensus, project planning, and presenting
 - **Instructions: (Look below for scenarios)**
 - A stack of index cards are placed in the middle of each table with pens
 - Scenario is projected onto screen, and read aloud
 - Students are asked a question related to the scenario.
 - Ex: *What can we do to change this scenario?*
 - Students are then placed into groups (3-4 students per group) and asked to address the question in the most creative but realistic way possible.

- (Note: This is open brainstorming and students are not to reject any ideas)
 - Students are then asked to record their ideas on big newsprints and post them around the room
 - Students then share responses with rest of the group.
 - Those ideas are collectively grouped and condensed, if possible, according to similar ideas or themes
 - Students are required to come to a consensus on the top 3-5 (depending on size)
 - Those 3-5 ideas are written on newsprint and put up around the room
 - Students physically stand by the idea that most interests them and discuss why they're standing where they are as well as steps to make the idea a reality within their group (10Mins)
 - After group discussions about the ideas they prefer, students vote on which strategy they think would be the best to follow.
- Discussion Questions:
 - Did you all see any groups you could collaborate with?
 - What is the most powerful tool that you possess? (Speech)
 - What happens if you wait for change and you do nothing?
 - Why is helping fellow students cool?
 - Scenarios:
 - 6th Grade
 - **Slide 13:** You're walking in the hallway and stop at your locker. There are a few 7th grade students standing around and talking negatively about your friend. They are talking about a made-up rumor that has been spreading around recently. One of the people recognizes you and calls you over.
 - Has this situation ever happened to you? What did you do?
 - Do you think this situation could have been prevented?
 - How would you feel if you were your friend?
 - If you hear a rumor how can you prevent them from being spread around school?
 - What actions (or small steps) can you take to make your school rumor free?
 - What would your best friend think of the action you take?
 - **Slide 14:** You're walking with a new friend you met earlier that day and you see your best friend breaking into another student's locker. The person you're walking with points it out. What would you do?
 - Has this happened to you before?
 - How would you approach your friend?
 - What is the right thing to do?
 - What actions can you take to be more vocal in how to address situations like this one?
 - 7th Grade
 - **Slide 13:** You are the captain of your favorite sports team this year. Your team has been doing really well and you're getting

prepared for your last game of the season! There is this one person though who is not that great (they've only played like two games) and your teammates have been saying how they wish that person would not show up on game day. As team captain, what do you do?

- Has this situation ever happened to you? What did you do?
- What is more important?
- How would you feel as the person being left out?
- How do you prevent situations like this from happening again?
- What is your responsibility as team captain?

- 8th Grade

- **Slide 13:** You're new to your school and you notice during the first couple of weeks that there are students that do not speak English as their first language. They have trouble in school and communicating with teachers and other students. For example, yesterday a student was called on to answer a question and got frustrated because they could not get their point across.
 - What can you do to help these students?
 - How do you approach these students?
 - What problems do you think these students face?
 - How do you think this can be helped in your school?
 - What do you think the school and teachers, and yourself could do as a whole to help this particular student out?
 - What is your responsibility? Is it your responsibility?
- **Slide 14:** You notice that every time you ask your teacher something they do not give you good answers or respond to you in a positive way but when another student asks a question they seem really excited to answer. You start to feel as if your teacher might be showing favoritism or that they just don't like you even though you always turn in all your work on time and you've never gotten in trouble. What do you do?
 - Has this situation ever happened to you?
 - Where do you go to get help?
 - How would you solve this problem to make sure it doesn't happen to other students?
 - How can you make sure something like this does not happen to other students?
 - What rights do you think you have as a student to prevent this from happening?

- **3:00 PM-3:30 PM Conference Wrap-up, Certificates, and Evaluations - 30 minutes**

- Wind down the day by handing out certificates and evaluations
- Ask students to debrief on their experience while filling out evaluations.
- Some question ideas (feel free to ask any that come to mind or develop from conversation. Also, write down notes around specific things that should stay or change next year):
 - What did you like?
 - What did you learn the most from?

- When did you have the most fun?
 - What was challenging for you?
 - What did you not like?
 - What did you wish was different?
 - Would you do something like this again?
 - Would you recommend a friend attend this?
- Tie up the day by thanking your group for participating! Walk them to the door to meet their parents or the bus and wish them well!