GROUP FORMING
Quick Notes

We have labeled this “Group Forming” in order to stress the importance of intentionally building community in our classes. We invite youth to participate in our programs because they are fun, but also because we feel we have skills to offer that will help our youth become successful adults. The term “group forming” comes from the idea that communities grow and develop over time and that youth will interact with each other, the class and the teacher, differently at different points in this timeline. The five stages in this model, developed by Bruce Tuckman, are forming, storming, norming, performing, and adjourning. Some groups may go through all of these stages; some groups may stick at one spot or another. The use of intentional activities from this section as well as the Reflection section can help a group work to its fullest potential.

Forming

Forming is the first stage of group development, when youth (and staff) get to know each other as well as build routines and processes. Youth may use this time to figure out where they fit in, or to test the boundaries of others. This is a good time to do name games and get-to-know-you activities that provide an opportunity for youth to learn about each other and try out different ways of interacting.

Storming

Storming is a necessary, but often uncomfortable, part of group development. This is when conflicts that may have been avoided during the forming stage begin to surface. In addition, this is the time where norms put in place during the “forming” stage may be openly challenged by individuals or the group. Experiences from the “forming” stage may help youth engage the patience and acceptance necessary to work through this stage. Productive activities might include problem solving models like V.O.M.P. (p. 174) and activities that allow students to learn more in-depth things about each other such as Concentric Circles (p. 201).

Norming

During the norming process, the group creates a rhythm and identifies a common goal. They are focused on reaching an end as a team and understand that this involves compromise. While a common goal often means things get done, sometimes the group becomes so focused on the goal that individual needs are not met, or controversial ideas are ignored. Compromise means giving up some things for the good of the group, but you may find that some youth are bending more than others, or that they are forfeiting something that is important for their happiness.

Performing

Performing is a rare state. The group has figured out how to respect difference without excessive conflict and how to work together to get the job done. This is part of a process as opposed to an end-state. Groups may reach a “performing” state for an hour before entering another “storming” or “norming state” continuing the cycle.

Adjourning

The “adjourning” state refers to the end of a team due to a set time limit or the creation of a final product that is now done. It’s a chance for team members to take what they have learned working in this environment and transfer it to other areas of their lives. It is a great time for reflection activities that allow students to name things that worked well, roles they played and ways they deal with conflict. Every group will have an “adjourning” state, even if they don’t go through all the other phases of group development. The Graduation Celebration (p. 205) is a prime opportunity to help youth identify things they have learned (besides bikes) and understand how to take that forward in their lives. A great format for this is for instructors to publically acknowledge each youth through a “Thank you for…I encourage you to…” format. For example, “Thank you for your silly sense of humor. I encourage you to see yourself as a leader and step into that more serious role in the future.”
Another issue when working with new groups is resistance. This section is called “Group Forming” but you may recognize many of these activities as dreaded “icebreakers!” Many youth and adults show resistance to these kinds of activities and nothing can bring a facilitator down like a group of youth refusing to do an activity. These resistant groups, although challenging, are exactly the groups that need these kinds of activities. Youth may be showing resistance because they don’t yet feel comfortable or safe in the space. They may be shy around new people or unwilling to put themselves on the line for people they don’t trust. In these cases, start small. Ask youth to participate in low-stress, small group activities like “Unique in Common” (p. 45) or “Going on a Bike Ride” (p. 36). Don’t jump in with “Human Knot” (p. 51) right off the bat. As the group increases their trust of you, each other and the space, you can ask them to participate in louder, sillier or larger group activities and ask the group to push themselves out of the comfort zones. The process of forming, storming, norming, performing and adjourning helps us look at group development as a process, however, these activities are ones you can continue to do throughout the course. Ask youth to try increasingly challenging “group forming” activities each time they meet to continue building the team and pushing towards your goals.
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BIKE WORKS CONTRACT

Create a set of guidelines for the class that can be revisited in order to create a safe and fun environment for everyone.

LESSON

1. Use the Bike Works Contract (p. 213) as a starting point for conversation. Have students read off a rule and discuss its importance for a minute or two. “Respect” and “waste nothing” usually take up the most time.
2. Let the students come up with ideas, then add whatever you think is necessary.
3. Students should sign the contracts, agreeing to abide by them, and pass them in.

MATERIALS

Printed contract for each student
Pens/pencils
Bigger butcher paper version of contract if desired

RESOURCES

Bike Works Contract (p. 213)

NOTE

Be sure to include a short discussion on the “value of a signature” and what it means to sign your name to something. Ask each student to make a “personal, executive decision” to sign-on to the project and ideas laid out in the contract.
WHEEL CONTRACT

Make a space for participants to showcase their strengths (bike related or not) and voice their apprehensions in order to build community for future classes. Learn the parts of the wheel.

LESSON

1. Start by drawing a large picture of a wheel labeling the different parts “rim”, “hub” and “spokes”.
2. Explain that the wheel only works when all the spokes are the same tension. This is like us—we are all working together to make this program work, just like all the spokes work together to make the wheel roll. We all bring strengths and skills to the table.
3. In addition, this class is all about learning new things. With new things come new challenges. We are here to support each other in these challenges, so it’s important that we feel comfortable sharing them.
4. Ask each participant to write a strength they have on the spokes.
5. Ask each participant to write a challenge they anticipate in the space around the wheel.
6. Then finally, ask each person to sign their name in the rim.

7. After everyone signs the paper, read off some of the challenges we will all face together.
8. Then read off all the strengths that we have in this group.

MATERIALS

Large paper
Markers
Parts of the Wheel image

RESOURCES

Parts of the Wheel (p. 245)
Completed Wheel Contract (p. 245)

SOURCE

WE Bike NYC

NOTE

Be conscious of different levels of literacy and be sure to let people know that you can write for other people or that they can work in teams.
WHAT DO I NEED? WHAT CAN I GIVE?

Identify the needs and skills of participants. Create a set of values and rules for the classroom.

LESSON

1. Hand two sticky notes to each student—two different colors would be great, but isn’t necessary!
2. Ask students to think about what they need in order to feel safe and respected in this class. Write this on one note.
3. Ask them to think about what they can give to make others feel safe and respected in this class. Write this on the other note.
4. Give them time to think and write.
5. Divide class into groups of 4-6.
6. Ask students to share what they wrote on their sticky notes.
7. Have them combine their ideas. For example, if two or more people wrote something like, “I need people to take me seriously” or “I need people not to laugh at me,” these things can be combined.
8. Give each group a turn to share one of their ideas. No repeats! As each idea is stated, write it on the flipchart or butcher paper.
9. After all the combined ideas are written publically, ask students to read them out loud. Ask them to think about three things:
   - Do they need clarification about any of the ideas?
   - Can they agree to work towards doing what is written?
   - Is there anything missing?
10. Hold a discussion to clarify.

MATERIALS

- Sticky notes (2 colors)
- Pens/pencils
- Large paper

RESOURCES

None

SOURCE

The Caring Classroom
Create a set of class rules and guidelines that can be easily referenced throughout the course.

**Five Finger Contract**

Create a set of class rules and guidelines that can be easily referenced throughout the course.

**Lesson**

Each finger acts a reminder about points that will make this class a safe and respectful place for everybody:

**Thumb**

Safety—it’s the smallest and most vulnerable finger.

**Pointer**

Commitment—willingness to let things go (and not hold grudges).

**Middle**

Awareness of put-downs.

**Ring**

Taking responsibility—instead of pointing blame.

**Pinky**

Agreement to work towards group goals—thumbs up!

**Activity Options:**

- Describe and discuss each finger with the group.
- Create your own ideas about what each finger stands for and why.
- Revisit periodically to explain, refresh or dive deeper into any of these.
- Make a poster with the above information and have everyone sign with a thumb print.

**Materials**

None

**Resources**

None

**Source**

The Caring Classroom

**Note**

Youth who have been involved in the justice system or foster care system may be triggered by being asked to give a finger print. Be aware and sensitive to your participants.
PEEP

This activity helps creates classroom expectations and introduces a culture of peer to peer responsibility.

LESSON

“PEEP” is a nice way to create a group contract that is easy to enforce throughout the class. Students can “PEEP” in class to draw attention to put-downs, unsafe bikes or racks, or not wearing helmets. Once someone makes a “PEEP” class can stop to discuss what is going on and figure out how to fix it.

NOTE

Some students may bring up the concept of “snitching” during this exercise. Be ready to talk about personal responsibility, group responsibility and accountability in this context.

PERSONAL

Take off jewelry, dangling earrings; wear appropriate clothing for the task (closed toe shoes, for example); nothing in mouth, etc.

EMOTIONAL

Respect each individual’s decision to challenge themselves as well as assign personal boundaries; only volunteer yourself, no put-downs.

ENVIRONMENTAL

Move in a controlled manner; follow safety protocols/ directions; be aware of your surroundings. Take care of the environment. When inside be aware of furniture. Also respect the tools and the space!

PHYSICAL

Be aware of physical limitations; take care of yourself. Be careful of yourself and others when handling tools. When outside, use sunscreen, drink water, wear appropriate clothing.

MATERIALS

Large paper
Markers

RESOURCES

None

SOURCE

The Caring Classroom
COMMUNITY VALUES TALK

Set community expectations.

LESSON

1. Introduce the lesson as a way of looking at our group as an “intentional community.” You can use any intentional community, a family, sports team, or what have you, as a metaphor for this new group.

2. Ask participants what it takes for them to work well with others, even if they don’t get along. Some answers to look for: honesty, trust, hard work, cooperation, pulling your load, dependability, friendship, caring, safety, fun, watching out for each other. You can also ask them what doesn’t work in a group.

3. Take these ideas and have the group develop them into a value system that they can implement. What are specific rules that this particular group needs in order for each member to feel safe taking personal and physical risks? Have someone write these in the group journal or on a shared large piece of paper.

4. Look back on them throughout the class; change them as the group evolves.

5. During this talk you may also want to set up a system that allows students to make mistakes and help each other grow. As an instructor you may want to ask the students to help you fulfill the group values, making it okay for students to do the same. This is something that should be revisited throughout the class.

MATERIALS

Group journal or large paper

RESOURCES

None
LESSON

1. Ask students if they have ever participated in a team that has performed extremely well (i.e. soccer, year book staff, musical production). Ask them what qualities they remember about these teams.

2. Write these qualities down.

3. Then tell the students to look around—the people in their circle will soon be functioning as a high performance team: helping each other survive in the wilderness, biking mountains together, cooking nourishing meals, and making it through tough times.

4. What qualities do they think will be necessary for them (or include yourself and say “us”), as a high performance team, to aspire toward?

5. Brainstorm and write ideas down.

6. As a group, select the most important qualities and, if applicable, record them in the group journal.

7. Can they agree to live by these for the duration of the class or course?

   Now you have a set of values that the group has generated themselves and has agreed to live by.
Learn names!

LESSON

1. Circle up.
2. Each group member steps forward and says their name and makes a motion and a sound.
3. The next person in line says the name of the person before them and repeats their sound and motion before adding their own.
4. The third person repeats the name, sound and motion of each person before them before adding their own to the group.
5. Continue until the last person says the name, sound and motion of everyone in the group.

VARIATION 1: "CHECK-IN"

Use later in course, having participants make sound and motion in accordance with how they feel at that moment.

VARIATION 2: "AMPLIFY"

1. Have the first person start by saying their name very quietly and making a tiny motion.
2. Have the person next to them say the first person’s name a little louder and make their motion a little bigger.
3. The next person in line should do the sound and motion a little bigger and a little louder.
4. Once the name goes around the circle back to the person whose name it is, they should scream their name and make a huge motion. Make time so that you can go around the circle and do each name.
Lesson (Continued from p. 34)

Variation 3: "Quiet"

Just like “Amplify,” but getting quieter. This is useful for groups that are reluctant to be silly such as older youth or particularly shy groups.
GOING ON A BIKE RIDE

Learn names!

LESSON
1. Tell the group we’ll all be going on a pretend bike ride today, and everyone is going to bring something.
2. You can do any of a million versions of this.
   • If you want to review safety gear, or actual things to bring on a ride, have everyone “bring” something they’ll need.
   • If you want to do a silly name game, have everyone “bring” something that starts with the first letter of their first name.
3. Have one person start by saying their name and the desired object. “I’m Liz, and I’m bringing a multi-tool.” Or “I’m Liz, and I’m bringing lemonade.”
4. The next person should say the person’s info before them and their own like this: “That’s Liz and she’s bringing lemonade. I’m Ricky, and I’m bringing rutabaga.”
5. The third person repeats the name and object of each person before them before adding their own to the group.

MATERIALS
None

RESOURCES
None
NAME TOSS

Learn names!

LESSON

1. Stand in a circle and have all participants introduce themselves (suggest that they pay close attention to at least a few names). The instructor is holding a toy, shoe or a ball.

2. Explain that group members must toss this object to someone they do not know, stating their own name first and then the name of the person to whom they are tossing the object.

3. Continue this until everyone has received the object. Then add extra challenges:
   - Have them set a time goal and then increase speed of tossing to reach the goal (they can drop saying their name and just say the name of the person to whom they are tossing);
   - Add more balls or shoes so that people are continually tossing and receiving until chaos and laughter take over.

MATERIALS

Ball(s) or toy(s) to toss

RESOURCES

None
BUMPITY BUMP BUMP BUMP BUMP

Learn names!

LESSON

1. Have the group form a circle and then put yourself at the circle center.

2. The players should be about 4 to 5 steps away from you.

3. Point decisively at 1 of the circled folks and say that person's first name with conviction, following their stated name immediately with the exclamation, “bumpity bump bump!”

4. The person that you pointed to and named must respond by saying the first name of the person to the left, before you finish exclaiming, “bumpity bump bump.”

5. If they flub the name or completely forget who’s who, that person takes your place in the center, and subsequently attempts to trap someone else.

6. It obviously pays to know who is on your left, unless the person in the center exclaims, “RIGHT!” before pointing and saying, “bumpity bump bump!” then you must name the person to your right.

MATERIALS

None

RESOURCES

None
LESSON
1. Everyone stands in a circle.
2. Person A calls Person B's name and Person B says, “Go.”
3. Person A starts to walk towards Person B.
4. Person B avoids the collision by calling someone else's name.
5. Person B starts to walk towards Person C.
6. Continue until everyone's name has been called.

MATERIALS
None

RESOURCES
None

SOURCE
David P. Weikart Center for Youth Program Quality
NAME TAG SWAP

Learn names!

LESSON

1. Ask participants to write their name on a name tag.
2. Have them walk around and introduce themselves to others in the room. With each introduction, each member of the pair should share three facts about themselves.
3. The pair then switches name tags. Each assumes the other person’s identity and must introduce themselves and the three facts associated with the new identity to the next person.
4. Play continues for several rounds.
5. At the end, each person goes around and introduces themselves according to the name tag they are currently wearing. The real person identifies him/herself and confirms (or corrects) the three facts.

NOTE

This is best done with groups who already know each other’s names, but might not know much else about each other. Great for half way through an 8 or 10 week earn a bike class!

MATERIALS

Name tags

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
SWIPE NAMES

Learn names!

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<th>STUDENT LEVEL</th>
<th>STAFF LEVEL</th>
<th>GOOD FOR GROUP</th>
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<td>11–17</td>
<td>beg</td>
<td>1</td>
<td>yes</td>
<td>none</td>
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LESSON

1. After a brief name introduction, have someone (or yourself) stand in the center of the circle with a bandana. The object is to avoid getting swiped with the bandana.

2. When the center person says someone’s name, that person has to say another person’s name quickly before the center person swipes him/her with the bandana.

3. When the center person successfully swipes someone, the person swiped moves into the center. This is a fast and effective way to learn people’s names.

NOTE

Make sure to remind students to swipe below the neck and aim for arms or legs to avoid injuries.

MATERIALS

Bandana

RESOURCES

None
NAME BY NAME

Learn names!

LESSON

1. Inform the group that you have a challenge for them to get to know each other. Do not play this game after introductions or doing other name games. If the group knows each other you can do middle or last names instead.

2. Have everyone get into a circle, and one at a time go around so everyone has a chance to say their name once (first, middle, OR last, just one.) It should be said loudly and proudly; if anyone can’t hear the name clearly, that person calls out “REPEAT!” in a loud voice.

3. After all of the names have been said, announce the challenge. All players must now rearrange themselves so that the circle is alphabetical by name. No talking, no signing, no gesturing, no visually indicating letters, no showing ID cards, etc. Helpful pointing or repositioning is allowed, but the challenge is for individuals to place themselves in the circle in the appropriate place.

4. Once the group has moved and the circle is re–formed, that ends Round One.

5. Take a test. Listen as all the names are said again. If people are out of sequence and corrections need to be made, allow people to move a second time (again with no speaking, etc.).

6. Take another test. So ends Round Two.

7. The challenge is to form an alphabetical circle in the fewest number of rounds.

MATERIALS

None

RESOURCES

None
LESSON

1. Have participants take turns introducing themselves.

2. For each introduction, ask participants to state:
   - Their name
   - A nickname that they have or have had in the past
   - The meaning of their name (if known)
   - Whether they would choose the same name for themselves if they could

3. Follow up with a group discussion about origins, families, identity or related ideas.

MATERIALS
None

RESOURCES
None

SOURCE
David P. Weikart Center for Youth Program Quality
**FIRSTS**

Create a level playing field.
Make space for youth to share about themselves and learn about others.

**LESSON**

1. Ask participants to introduce themselves to others in the room and share a “first,” such as a first job, first movie remembered, first day of school experience, etc.
2. Go around the circle again and ask them to reveal another first.
3. The exercise can continue for several rounds.

**NOTE**

This is especially good for groups that are a mix of old and new members. It helps remind everyone how hard it can be to do something for the first time and think about ways to support each other.

**MATERIALS**

None

**RESOURCES**

None

**SOURCE**

David P. Weikart Center for Youth Program Quality
**UNIQUE IN COMMON**

Find common ground in a large group.
Share information about each other in gradually larger group settings.

**LESSON**

1. Group participants in pairs.

2. Ask pairs to introduce themselves and find the most unique thing that they share in common. Be sure to stipulate that the thing they have in common should not be something visible (i.e. "We both are wearing red shirts.").

3. After several minutes, have pairs group with another pair, share their unique fact and find a new fact (no repeats) with their group of 4.

4. Continue until the whole group finds one thing they have in common.

**MATERIALS**

None

**RESOURCES**

None

**SOURCE**

David P. Weikart Center for Youth Program Quality
LESSON

1. Have the group pair up.
2. The object is for each person to communicate to their partner as much as they can about themselves without using any words. Each person has three minutes to interview their partner. The “interviewer” can speak and ask questions, but the responses must be silent.
3. At the end of the time, partners should introduce each other to the group (verbally) with as much information as possible.

MATERIALS
None

RESOURCES
None

SOURCE
David P. Weikart Center for Youth Program Quality
LESSON

1. Start the game by making sure everyone has their own space in the circle, with everyone standing shoulder-to-shoulder so there are no extra spaces.

2. Have everyone mark their space with a piece of tape, water bottle, or shoe. There should be one less space than there are people.

3. Explain that even though we don’t know each other yet, we all have a lot in common. The object of this game is to find out what you have in common with other people in the circle. Encourage people to avoid things we have on the surface like our clothes, and to dig a little deeper; things we like, or feel, or care about.

4. One person starts off by coming into the middle of the circle and saying, “A Strong Wind Blows for anyone who... (is a little nervous, has never been camping, is an only child, etc.)”

5. Everyone who relates to the statement must leave their place and find another, including the participant in the middle.

6. Once all places have been taken one person should be left in the middle to start the next round.

MATERIALS

Something to mark spots

RESOURCES

None
2 TRUTHS AND A LIE

Learn a little more about each other.

LESSON

1. Demonstrate how the activity works by telling the group three statements about yourself; two of which are true and one which is not.
2. Repeat each statement. Then ask participants to guess which one is the lie.
3. After demonstrating, ask each participant to come up with their own two truths and a lie. You might have them write them on an index card or piece of paper.
4. Participants now share their statements in small groups or with the full group and listeners guess which statement is a lie.

VARIATION:

This can also be used to test students’ bike knowledge midway through the course. Say two facts that you have learned to be true, and one that is not. It can also be used to introduce a new concept—two things that we will learn to be true, one that we will learn is not.

MATERIALS

None

RESOURCES

None

SOURCE

David P. Weikart Center for Youth Program Quality
MOOSE

Have fun! Be silly!

LESSON

1. The object is to become the “head moose” or the only one left in the game.
2. Stand in a circle and start by making moose horns with your hands (thumbs in your ears, fingers up). Students on either side of you each make one horn according to the side they are on—student on right puts right thumb in ear; student on left puts left thumb in ear.
3. Then you (as full moose) take away one hand. If you have only your right hand up, the person on your left becomes the full moose; this new full moose must put his/her right hand in ear, and the person to his/her left must put his/her left thumb in ear.
4. The new full moose now takes down one hand.
5. The game continues like this, increasing speed as you go. Anyone who messes up and puts up the wrong hand has to step out.
6. You will end up with three moose battling it out.

MATERIALS

None

RESOURCES

None
BALANCE PUSH

Have some fun!

LESSON

1. Have students break into pairs any way you like.
2. Ask pairs to stand facing each other about 2 feet apart. They should be able to touch palms without straightening their elbows when their hands are in front of them.
3. Players should touch hands in front of them. Without moving their feet, each person is trying to push the other person off balance by only touching hands.
4. The winner is the player who moves his or her feet last.

NOTE
Remind students that the goal is to gently push each other off balance, not force each other to fall to the ground.

MATERIALS
None

RESOURCES
None
**LESSON**

1. Form a tight circle with shoulders touching.
2. Have each person reach across the circle and take someone's hand.
3. Then, with second hand, reach for another hand. Each person should be holding the hands of two separate people.
4. Do the “squeeze test” to make sure you are forming one large circle and not two smaller ones. The instructor starts by squeezing one hand he or she is holding. That person then squeezes the other hand they are holding and so on until it gets back to the instructor.
5. Have the group untangle and re-arrange themselves into a large circle without letting go of hands.

**VARIATION:**

Untangle in silence or do this exercise before students know each other’s names.

**MATERIALS**

None

**RESOURCES**

None
COPY CAT

Explore ideas of leadership, who youth chose as leaders and why.

LESSON

1. Ask the group to form a circle.

2. Ask each person to choose someone in the circle to be their leader but not to tell anyone who their leader is. Explain that once the activity starts, if the person you chose as a leader moves or changes position in any way, you must do exactly as she does. Whenever she moves, you mirror her. Ask that people try to watch their leaders without staring directly at them so that leaders won’t know who (if anyone) is following them.

3. After explaining and asking for questions, check to be certain that everyone has a leader chosen.

4. Before beginning, have people close their eyes and get in a comfortable pose.

5. As soon as everyone opens their eyes on your command, they should change their pose to duplicate that of their leader.

6. Debrief the significance of conformity versus independence, the challenge of selecting a qualified leader and the consequence of one or more people deciding to act on their own and what impact that has on the rest of the group.

MATERIALS

None

RESOURCES

None
COUNT TO TEN

Help youth learn how to listen to each other. Provide time for individuals to speak and share.

LESSON
1. Have the group make a circle.
2. Instruct the group that they must count to ten, out loud, with one person saying each number and no more than one person talking at a time.
3. You may not make any other sounds, and the person on either side of someone who just called out a number may not call out the next number. If two people speak at the same time, the group must start at number one again.
4. The group keeps trying until they get it. Challenge them to count as high as they can!

MATERIALS
None

RESOURCES
None
PERSONAL CRESTS: HEAD BADGES

Help youth explore their personal values while still talking about bikes! Bikes! Bikes!

LESSON

1. Give each person a large sheet of paper and markers, colored pencils, or crayons.
2. Ask participants to draw a large shield, or crest, that is divided into sections.
3. Within each of the sections, instruct participants to draw a symbol that expresses any one of the following:
   • A belief
   • A fear
   • A personal goal
   • A personal accomplishment
   • A role model
   • A favorite food
   • A talent
   • A hobby
4. Encourage youth to draw pictures, not words—even if they are art-phobic.
5. Once everyone has finished, have participants share what they have drawn, proving short explanations to the others. You can have volunteers share with the full group or share within pairs.

HEAD BADGE VARIATION:

Have students do this activity on Shrinky Dink plastic. Then shrink the crests down in the oven to make head badges. Attach badges to earned bikes with double-sided tape.

MATERIALS

Paper
Markers
Head Badge Variation:
Shrinky Dink plastic
Colored pencils/markers
Access to an oven
Double-sided tape

RESOURCES

Personal Crests Template (p. 214)
**LESSON**

1. Have young people select a topic on which they are interested in doing research or a hands-on project. In our case the topic is probably “Bike Repair” or “Bicycle Riding.”
2. Have youth brainstorm 20 questions they have about the topic.
3. Ask youth to narrow the questions down to a handful that are most important.
4. Address these questions with youth throughout the project.

**BIKE VARIATION:**

This can be a great way to let youth structure the class!

1. Have the youth brainstorm bike questions.
2. Then narrow down the questions to the number of sessions in the class. If the class is 8 sessions long, have them pick 7 key questions (because the first class is already happening.)
3. Then have youth arrange the questions in order of what they would like to learn first, second, third, etc. The instructor may have to add in a few key ideas to get from one question to another, but in general, this can create the curriculum for the class each day.

**MATERIALS**

- Big Paper
- Markers

**RESOURCES**

None

**SOURCE**

David P. Weikart Center for Youth Program Quality
LEsson

1. Circle up with tools or parts in the middle.
2. One person picks up an object that they know the name of.
3. While passing it to the person on their right, the two recite the script below:
   - Person 1: “This is a __[cone wrench]____.”
   - Person 2: “A what?”
   - Person 1: “A __[cone wrench]____.”
   - Person 2: “A what?”
   - Person 1: “A ____[cone wrench]____.”
   - Person 2: “Ooooh! A __[cone wrench]____.” and takes the object from P1
4. P2 then begins the conversation again with the person on his or her right, P3.
5. Keep going adding more and more objects until everyone in the circle is both presenting and object to the person on the right and asking about an object from the person on the left.

MaTeraIls
Collection of tools or parts

REsources
None

SourCe
Community Cycling Center
**Lesson**

1. Students stand in a circle with their shoulders touching. Everyone should be holding onto a circular rope that is knotted. A deflated bicycle tube will also work. The value is the “knot.”

2. When the facilitator says ‘go’ the group begins to move the rope between their hands so that it spins around the circle, then the facilitator says ‘stop.’

3. Whoever is closest to the knot in the rope goes first.

4. Facilitator chooses a random question from those listed below for the person to answer.
   - Tell us about a time when you stood up for yourself or someone you know.
   - Tell us about a particular challenge you are dealing with in your life right now.
   - Sing us a part of your favorite song and explain why it’s your favorite.
   - Tell us about something courageous you have done.
   - Talk about something or someone you love.
   - What is your dream bicycle?
   - What have you done to make the world a better place?

5. The person who answers then becomes the facilitator saying go and stop, then picking the question.

6. The facilitator changes with every person until all participants have had a turn.

**Bike Variation:**

Have a list of bike questions ready. Instruct youth to ask bike–related questions from your list, or that they come up with in, order to test youth knowledge and review key concepts.

**Materials**

Knotted rope or deflated tube

**Resources**

None
EARTH PEOPLE

Learn and review tool names. Have fun!

**Lesson**

1. Players stand in a close circle, shoulder to shoulder.
2. Players look at the floor (“Earth”) while someone counts “1, 2, 3, People!”
3. On the word “People!” everyone raises their eyes to look directly at one other person in the circle. If two participants are looking at each other (they will be making eye contact), they are both eliminated, and they leave the circle.
4. The game continues until there are only 1 or 2 winners left (depending on odd/even number of players).

**Variation #1**

Players who make eye contact are not out. They simply let out a scream upon making eye contact, and the game continues.

**Variation #2: Tool Names**

Instead of having players eliminated when they look at each other, have a tool placed in the center of the circle. Everyone looks down at the tool and then up at the group. If two players are making eye contact, they must yell the name of the tool. You can leave everyone in, have the last person to name the tool go out, or have both players go out. Make sure to have a stash of tools handy so you can keep changing it up.

**Materials**

Tools for center of circle

**Resources**

None

**Source**

Community Cycling Center