

# APPENDIX A

## ACTIVITIES

### 1. Icebreaker/Team Building Activities

The following website is good if you want to do an icebreaker or other teambuilding activity before the training starts: [www.wilderdom.com/games/InitiativeGames.html](http://www.wilderdom.com/games/InitiativeGames.html)

One with applicability to STEP UP! is the “Mine Field. Participants try to avoid stepping on “mines” (representing problematic behaviors) with the assistance of teammates who help direct their path.

### 2. Audience Response System Questions/Snowball Surveys

If you have access to an Audience Response System you can make more “clicker questions” and add them to the PowerPoints (some have already been included with the presentations). If you do not have an ARS, you can make the questions “snowball survey” questions (see *Part One, slide 3*). See *our pilot survey* for more ideas or make up some of your own!

### 3. Scenario Discussion

This is highly recommended for use with the scenarios (See *Appendix B, Scenario Worksheet*). Break your students into groups, give them each a different scenario, and have them fill out the worksheet for that particular scenario. Then they can discuss within their group and report back to the larger group. They also have the ability to practice an intervention script (See *the 5 Point Formula*).

### 4. Value Based Decisions

Many times people try to rationalize impulsive, spur of the moment decisions. This exercise will focus on the long term consequences (positive or negative) of certain behaviors. On the *Value Based Decisions Worksheet, Appendix B*, students should pick a behavior – either positive or negative, fill out the worksheet, and compare the immediate benefits to the long-term consequences. The behavior needs to stay the same – one example doing it and one not doing it. (**Note:** in some cases the immediate rewards may outweigh the immediate consequences. However, what is important is to consider the total benefits and consequences over time.) There is a sample worksheet (completed) included. The numbers are somewhat arbitrary, but you should be able to get the idea.

### 5. Start, Stop, Continue

On a piece of paper and have the students write down and respond to the following:

As an intervener in emergency situations, I would like to:

- a. Start...
- b. Stop...
- c. Continue...

As an intervener in non-emergency situations, I would like to:

- a. Start...
- b. Stop...
- c. Continue...

## 6. The STEP UP! Challenge

This activity will ask each participant to identify specific things they learned in the training, specific skills or abilities they learned or gained confidence in, and also identify a specific strategy they will utilize to “STEP UP!” the next time they witness/observe a situation that requires some kind of action/intervention. This activity will not only help participants identify and vocalize learning outcomes, but it also helps them vocalize a specific commitment to how they will use the training to help them “STEP UP! and Be a Leader, Make a Difference.” Go around the room and have each participant share:

- a. What I learned from the training
- b. I learned “X” new skill or increased my confidence level to do “Y”
- c. I personally challenge myself to do “X” next time I witness a problematic situation

